

Early Years Foundation Stage Medium Term Plan Nursery Cycle A - Autumn 1

Theme: Autumn 1 2022	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<i>Being Me!</i>							
Focus:	Settling in Baseline	New beginnings Baseline	Me and my family Baseline	Celebrations Baseline	My Face Baseline	My Body (including oral health) Baseline	Healthy Me (including the food I eat)
In EYFS we have flexibility within our curriculum as we like to follow the children's interests and see where that leads us.							
Important Dates:						Harvest Festival	
Opportunities for Exploring Diversity:	Family names Family heritage Places we've visited Skin tones - noticing and talking about differences Foods from around the world						
Books	<i>Books about starting school</i> The day you begin The boy who loved everybody	Rhyming books Familiar books Story sacks The tiger who came to tea The gruffalo Pants Duck in a truck Reading spine books	The Large family stories My first time with our new baby Guess how much I love you My mum is fantastic My Grandpa is great Hug Peace at last	How many sleeps till my birthday Mog's Amazing Birthday Caper Kipper's Birthday Pass the jam Jim	I love my hair Daddy do my hair Hair love Need a trim, Jim	Handa's Surprise Baby goes to market I'm a girl Alfie's feet Little Red Hen Funny Bones	Jasper's Beanstalk Oliver's vegetables

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Communication and Language	Development Matters	<p>How to be a good listener - use visual prompts as a reminder (twinkl or photos of children) Good sitting, keep hands still, look at speaker, hear what is said, think about it Listening games - linked to phonics and senses theme</p> <p>What do we use to hear/ see/ taste/ look/ and smell? Questions relating to Senses theme. Responding to simple instructions, extending to more complex two part instructions Modelling 'how' and 'why' questions through 'Senses' and Cil time.</p> <p>Extending vocabulary of words relating to the Senses - describing sounds, sights, taste, touch and smells. Scaffold children's talk about their learning and experiences.</p> <p style="text-align: center;">(Week 1-6 baseline assessment)</p>						
	Listening and Attention							
	Understanding							
	Speaking							

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Focus:		My Name & My Family Baseline	My School Baseline	My Pets Baseline	My Birthday Baseline	My Face Baseline	My Body (including oral health) Baseline	Healthy Me (including the food I eat)
Personal, Social and Emotional Development	Self-Regulation	Separate from carer with adult support Introducing the indoor and outdoor environment Establishing rules for using resources and areas during Cil - always needs to be adult present, not going outside without adult, choose it, use it and put it away. Establish rules and routines - lining up, washing hands, listening skills. Adults to scaffold and model how to make friends, take turns and share, particularly during Chil time.						
	Managing Self	<ul style="list-style-type: none"> • Set classroom rules especially linked to CIL time. • Set snack rules and routines • Talk about the day and introduce a visual timetable • Continue to encourage children to follow and participate with increased confidence with specific rules and routines • Encourage children to appreciate the need for hygiene by supporting them to wear aprons, wash hands at appropriate times and use the toilets happily and with confidence. 						
	Building Relationships	Getting to know you games.	Making new friends Scaffolding and modeling how to make a friend and play; sharing and taking turns					

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Physical Development	Small/Fine Motor Skills	Links to all areas of learning - using construction, writing, using media and materials, maths • Uses one-handed tools and equipment - scissors, different sized paintbrushes, printing tools, mark making tools, hole punch, saw, hammer, stapler, tape dispenser, sellotape, cookery utensils,						
	Linked to PSED (Managing Self)	How do we wash our hands properly? Why do we need to wash our hands?	Understand that we need to use equipment and tools safely - outside area/PE - games/ small tools e.g. scissors carrying them safely					
	Gross Motor Skills	Healthy eating - healthy heroes What kind of food do Super learners need give them energy, be strong and healthy? Introduce new food at snack time can chn try some super veggies/fruits? Dressing/ Observing the effect of activity on our bodies - link to PE/ Outside area during CIL time Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian/ Safety when travelling and crossing the road Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.						

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Literacy	Phonics Letters and Sounds: <i>Phase 1</i>	How do we listen visual prompts	Sound Lotto Socks and Shakers Listening Walk - Inside and Outside	Describe it and Find it - SP I hear Music Which Instrument?	Grandmothers Footsteps Matching Sounds Animal Sounds	Super Singers - whole group Follow the Sounds (Copy Cats song) Noisy Neighbour	Words about sounds: Loud/quiet Slow/fast Long/short Type of sound Type of movement	
	Reading	Stories about starting school <i>See diversity books - all about me</i> Baseline assessment: using books/story language and features						
		<ul style="list-style-type: none"> <i>Books about starting school</i> The colour monster goes to school <i>The day you begin</i> <i>The boy who loved everybody</i> 	<ul style="list-style-type: none"> The Large family stories My first time with our new baby Guess how much I love you My mum is fantastic My Grandpa is great Hug Peace at last 	<ul style="list-style-type: none"> The great pet sale I want a pet <i>Pet show</i> Mog the forgetful cat <i>Dr Potts my pet has spots</i> My cat likes to hide in boxes Pets - non fiction I'm thinking of a pet 	<ul style="list-style-type: none"> How many sleeps till my birthday Mog's Amazing Birthday Caper Kipper's Birthday Pass the jam Jim 	<ul style="list-style-type: none"> <i>I love my hair</i> <i>Daddy do my hair</i> <i>Hair love</i> Need a trim, Jim 	<ul style="list-style-type: none"> <i>Handa's Surprise</i> <i>Baby goes to market</i> I'm a girl Alfie's feet Little Red Hen Funny Bones 	<ul style="list-style-type: none"> Jasper's Beanstalk Oliver's vegetables
Writing	Letter formation and handwriting skills Ongoing writing opportunities within the Role Play Area and Graphics Area Baseline assessment: Are they giving meaning to marks as they draw and paint? Can they write name? Give meaning to marks - drawing a picture of themselves for their LJ Ascribe meanings to marks - looking at labels and signs in the environment Feeling letter shapes in their names - roll and write							

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Mathematics	<u>Assessment for Baseline</u>	<ul style="list-style-type: none"> • Number rhymes and counting • Number names • What can they count to • Number matching • More/less • 1:1 correspondence • Use the language of adding and taking away • Matching and sorting activities Pattern Making • Shape recognition <p>Look, listen and not childrens use of language to describe shape and position Using construction - joining pieces together to create enclosures/stacking vertically and horizontally (EAD)</p> <ul style="list-style-type: none"> • Talk about shapes using everyday language - Adult to scaffold/model language through busy fingers activities • Model use of positional language - talk about where you are putting pieces 						

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Understanding the World	The natural World	Ongoing observations of the changing natural environment and seasons						
		Discuss the places we visited during the school holidays, locate on a map/Google Earth	Walk around the school - noticing the indoor and outdoor environment. What season are we in? How can we tell?	Use sorting rings and photos of each other and sort by different features. Careful observations using mirrors	Naming body parts & say what they are used for & how they move (music/PE) How can we stay healthy? (including diet/sleep/screen time/hygiene and oral health) What foods do we need to stay healthy and why?			
	People, Cultures and Communities	Who is in your family/who lives in your home? Are all families the same? Celebrate the differences	What pets do we have at home or family member have?	How do Christians celebrate harvest? What does HARVEST mean? What will happen in our school? How do we show thankfulness?				

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Expressive Arts and Design	Creating with Materials	Ongoing - Autumn Art Printing, rubbings and painting pictures of trees and leaves in our environment					
		Art for whole school display: Colour Mixing - children to explore what colours they can make from Primary colours.	Self portraits - using paints - children to observe in a mirror at their features and paint a picture of their face.	Using different sized paintbrushes Portraits for Learning Journals Crazy Hair	Cutting art straws/Q Tips - whole body Skeletons Reinforce glue spreader skills	Cutting and threading	
				Printing Harvest Bags Autumn/ Harvest Collages/rubbings			

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Being Imaginative and Expressive	<p>Role Play/Small world ideas: To be led by children Set up a role play house. Babies - develop where necessary. Doctors/Vet - as the term progresses and in line with the children's interests.</p> <p>Playdough - using rolling pins and equipment for a purpose.</p>						
	<p>Songs for routines - Good morning song - song for the days of the week, goodbye song Instruments linked closely with phase 1 phonics - children to identify the different instruments by their sounds. Dancing in the hall - music on to jump and leap around during PE sessions.</p>						