

### Prime Area: Personal, Social and Emotional Development

- \*Get to know new peers and their names
- \*Get to know the school environment
- \*Behaviour Expectations
  - Look after each other, our toys and resources
  - Work and play cooperatively and take turns with others
  - Be able to wait for what they want and control immediate impulses - 'Be Patient'
  - Understand and explain the reasons for school rules and routines, and begin to follow them
  - Say please and thank you
- \*Identify, talk about, explore our different emotions
- \*Collaboratively discuss, agree, follow 'Partnership for Learning'
- \*Develop management of own basic hygiene and personal needs including dressing and going to the toilet

### Specific Area: Literacy

- \*Revise phase 1 Letters & Sounds
- \*Develop an interest in reading through sharing and taking home wordless / decodable reading books / library books
- \*Identify and suggest rhymes
- \*Sing a range of well-known nursery rhymes and songs
- \*Begin 'Little Wandle' SSP weeks 1-5 + end of unit assessment
- \*Drawing Club - to generate a love for stories and writing
- \*Encourage independent and supported writing and mark making, recognizing words with the same initial, writing some letters accurately
- \*Enjoy a range of fiction and non-fiction texts based on ourselves, our emotions, our families, our teddies
- \*Develop skills of handling book correctly - demonstrate understanding of 5 key concepts of print
- \*Write some or all of name independently
- \*Sequence stories, actions
- \*Clap or count syllables in a word

### Dates for Diary

- \*EYFS Parents - Curriculum virtual workshops
- \*EYFS Curriculum session - Wed 17<sup>th</sup> Sept 3.30pm

### RE

- \*Discuss the Mission Statement
- \*How we are unique
- \*Creation - Go on a Creation Walk, using senses
- \*Prayers, Saints and Feasts

### Prime Area: Physical Development

- \*Explore and use wheeled vehicles
- \*Use digging area and mud kitchen to develop gross motor skills
- \*Climbing frame outdoors
- \*Balancing - on ground, on equipment, on climbing frame, on body parts
- \*Fine motor skills - cutting, threading beads, moulding dough etc.
- \*Teddy bear's picnic - sharing
- \*Complete puzzles independently and collaboratively
- \*Set PE routine - manage own basic hygiene and personal needs by getting changed in and out of PE kit, using the toilet, washing hands
- \*Assess pencil grip - begin to develop tripod grip
- \*Fine Motor Activities - Dough Disco, Funky Fingers
- \*Use variety of small tools e.g. cutlery, paintbrushes, pencils
- \*Use sprung scissors to develop scissor control



## All About Me

### Autumn 1 2025

#### Medium Term Plan

With reference to 2020 Development Matters and ELGs

### Specific Area: Mathematics

- \*Baseline - what do the children already know?
- \*Sing and share counting songs / Count through class routines, register etc.
- \*1-1 correspondence
- \*Sorting / comparing ourselves / teddies using mathematical language
- \*Introduce Numberblocks
- \*Use appropriate positional language

### Big Question

- \*What makes you unique? Why?

### Prime Area: Communication and Language

- \*Hold conversation when engaged in back-and-forth exchanges with others
- \*Listen and respond to stories
- \*Talk about self, own toys and own family - 'All About Me' boxes
- \*Talk about likes and strengths, own experiences
- \*Active Oracy

### Role Play

- \*Home Corner - extend weekly as children settle
- \*Teddy Bears picnic
- \*Toy shop

### Baseline Assessments

- \*Statutory Baseline (to be completed by Oct half term)
- \*Language Link
- \*In-house baseline assessments

### Specific Area: Understanding the World

- \*Explore the Yr R and school outdoor environment - garden, school grounds, planting
- \*New and old - past and present teddies / toys / experiences
- \*Know some of the things that make us unique
- \*Notice similarities and differences between our and others friends and families
- \*Identify and talk about significant events in our own experiences
- \*Talk about our own homes
- \*Begin Longitudinal Study - the Seasons - consider changes in the natural world around us

### Specific Area: Expressive Arts and Design

- \*Paint self portrait - create closed shapes with continuous lines and explore colour - name, mix, use different tools
- \*Look at famous artists portraits - use pen to draw own self-portraits, showing accuracy, care and detail
- \*Draw own family - family house
- \*Music - explore songs and rhymes, explore instruments and sound, beginning to keep in time to music
- \*Play dough - explore texture, using one handed tools
- \*Make models from recycled materials, exploring design, construction, evaluation and refinement
- \*Construct a teddy / body parts / facial features

## Book List:

\*'All about me' - non-fiction text

Pete the Cat - Rocking in my School Shoes - Eric Litwin

The Feelings Book - Todd Parr

The Colour Monster - Anna Llenas

The Pout Pout Fish - Deborah Diesen

I love My Hair! - Natasha Anastasia Tarpley and EB Lewis

Ruby's Worry - Tom Percival

Stories by Julia Donaldson

## 5 key concepts of print:

print has meaning

-the names of the different parts of a book

-print can have different purposes

-page sequencing

-we read English text from left to right and top to bottom