

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 16th Sept 3.30pm

RE

- *Discuss the Mission Statement
- *How we are unique
- *Creation - Go on a Creation Walk, using senses

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

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

- *Teddy Bears picnic
- *Home Corner - extend weekly
- *Santa's Workshop

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 - focus on Autumn

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