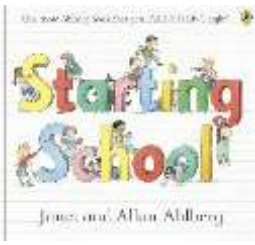
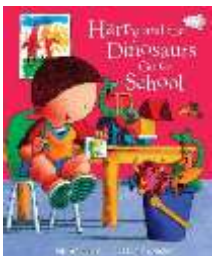


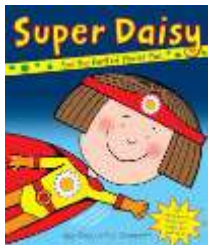


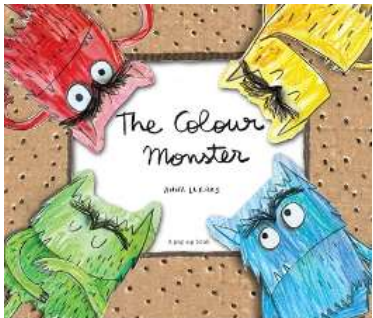
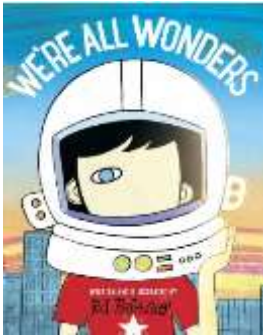
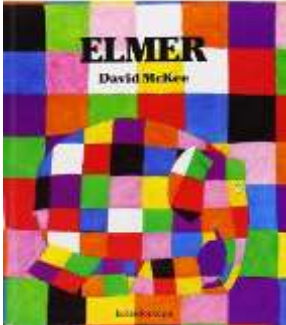
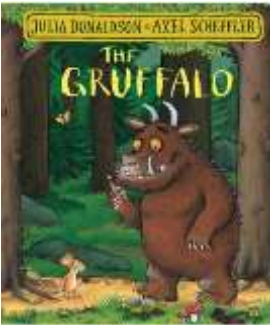



## EYFS Medium Term Plan 2025-26

Autumn 1 / Super Me!

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7/8
<b>Primary Texts</b>							
<b>Secondary Texts</b>	    						
<b>Nursery Rhymes</b>	Mary had a little lamb.	See the dinosaurs (wind the bobbin up).	5 little dragons (5 little ducks).	The vegetable song.	Five little peas in a pod pressed.	I love worms.	Superheroes song/Autumn days.
<b>Possible Themes/Interests</b>	Settling in Respect	Family	All about me House and homes	Autumn Superheroes	Autumn Superheroes	Autumn Superheroes	Autumn Celebrations
<b>Communication &amp; Language</b>	<b>Objectives:</b> - Understand how to listen carefully and why listening is important. - Develop social phrases. - Engage in story times. - To learn new vocabulary.				<b>Vocabulary:</b> Listen, share, ideas, thoughts, talk, quiet, loud, voice, words, meaning.		
Using phase two phonics skills, games, stories and rhymes to promote listening skills and understanding. Introduce circle times to promote positive interactions with their new peers and adults to provide modelling within the areas of provision to expand on new vocabulary and build on relationships.							

	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>- Daily Storytime. Encourage children to join in with repeated refrains when reading key texts.</li> <li>- Observe children’s use of vocabulary as part of our baseline.</li> <li>- Sing ‘hello song’ each morning.</li> <li>- Model talk routines throughout the day.</li> <li>- Daily circle time – Jigsaw Jake.</li> <li>- Introduction to home corner and key vocabulary.</li> <li>- Model new vocabulary.</li> </ul>					
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others</li> </ul>			<p><b>Vocabulary:</b></p> <p>Happy, sad, excited, tired, safe, scared, afraid, worried, friend, friendship, self, care, needs, feelings.</p>		
	<p>Children will be supported by adults to settle into their new school routines, with lots of short circle times and activities to ensure the children feel happy and secure in their new setting. Introduction to our three school values ‘respect, resilience and curiosity’ and set clear expectations of behaviour. Use of the book ‘The Colour Monster’ to discuss emotions with the children with an emphasis on using colour to help them express how they feel.</p>					
	<p><b>PSHE</b> Introduce Jigsaw Jake in circle time (L&amp;A focus).</p>	<p><b>PSHE</b> Talk about similarities and differences.</p>	<p><b>PSHE</b> Name special people in their lives.</p>	<p><b>PSHE</b> Describe different feelings.</p>	<p><b>PSHE</b> Identify who can help if they are sad, worried or scared.</p>	<p><b>PSHE</b> Identify who can help if they are sad, worried or scared.</p>
<p><b>Physical Development</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Observe and assess fundamental skills for baseline.</li> <li>- Practise fundamental movement skills: rolling - walking- running - jumping - catching – skipping - hopping – climbing.</li> <li>- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</li> <li>- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing.</li> <li>- Further develop the skills they need to manage the school day successfully: lining up and mealtimes.</li> </ul>			<p><b>Vocabulary:</b></p> <p>Move, control, coordination, free, space, aware, around, over, under, though, active, body, healthy.</p>		
	<p>Develop gross motor skills in our twice-weekly PE sessions which an emphasis on fundamental movement skills: jumping, hopping, skipping, catching, climbing &amp; balancing.</p> <p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters.</p>					

	<b>PE</b> Jumping  Daily Wake & Shake	<b>PE</b> Hopping & Skipping  Daily Wake & Shake	<b>PE</b> Jumping  Daily Wake & Shake	<b>PE</b> Catching  Daily Wake & Shake	<b>PE</b> Balancing  Daily Wake & Shake	<b>PE</b> Climbing  Daily Wake & Shake	<b>PE</b> Fundamental Skills Review  Daily Wake & Shake
<b>Literacy</b>	<b>Objectives:</b> - Hear general sound discrimination and be able to orally blend and segment. - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences - Listen to and enjoy sharing a range of books. - Enjoy joining in with rhyme, songs and poems.				<b>Vocabulary:</b> Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.		
	We follow Lancashire's Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn 15 phonemes, tricky words and begin to blend sounds together to make vc and cvc words. Children will begin to develop an interest in mark-making and writing. They will give meaning to marks and emergent writing. Children will begin to write their own names using some recognisable letter shapes. Continuous provision enhancements planned for each week on weekly plan.						
	<b>Baseline Assessment</b>  <b>Literacy</b> Introducing our Reading areas (indoors and outdoors). Modelling how to take care of our books.	<b>Baseline Assessment</b>  <b>Literacy</b> Writing our name.	<b>Phonics</b> Teach s a t  <b>Literacy</b> s a t letter formation/CVC activity.	<b>Phonics</b> Teach p i n  <b>Literacy</b> Supertato - Hook lesson.	<b>Phonics</b> Teach m d g  <b>Literacy</b> s a t p i n m d g Letter formation activity.	<b>Phonics</b> Consolidate s a t p i n m d g  <b>Literacy</b> Supertato s a t p i n m d g CVC activity.	<b>Phonics</b> Teach o c k  Tricky words <b>the</b>  <b>Literacy</b> Autumn initial sounds hunt.
<b>Maths</b>	<b>Objectives:</b> - Join in with number rhymes. - Know that some of the words in number rhymes are numbers. - Use one to one correspondence when counting.				<b>Vocabulary:</b> Counting, number, match, sort, compare, colour, size, shape, more, less, same, amount, weight, height, capacity, container, pattern, continue, repeat.		

	<ul style="list-style-type: none"> <li>- Rote count from 1.</li> <li>- Use one to one correspondence when counting- Count up to 5 objects, moving each as they are counted.</li> </ul>						
<p>We follow Lancashire's Red Rose Maths scheme. Maths is taught during 5 x 25-minute lessons per week. Each week a new number is introduced and explored in different ways through a variety of questions and tasks. As a new number is introduced, the questions and tasks will also include how the new number relates to the previous numbers that have been learned. Continuous provision enhancements planned for each week on weekly plan.</p>							
	<p><b>Baseline Assessment</b></p> <p>Sing number songs that we might already know.</p> <p>Look at the visual timetable. Talk about routines and times of the day.</p>	<p><b>Baseline Assessment</b></p> <p><b>Red Rose Maths</b></p> <p>Number 1.</p>	<p><b>Red Rose Maths</b></p> <p>Number 2 (and 1).</p>	<p><b>Red Rose Maths</b></p> <p>Number 3 (and 2 and 1).</p>	<p><b>Red Rose Maths</b></p> <p>Number 4 (and 3, 2 and 1).</p>	<p><b>Red Rose Maths</b></p> <p>Number 5 (and 4,3,2, and 1).</p>	<p><b>Red Rose Maths</b></p> <p>Number 6 (and 5,4,3,2 and 1).</p>
<p><b>Understanding the World</b></p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Learn about our local area.</li> <li>- Describe what they see, hear and feel when they are outside.</li> </ul>			<p><b>Vocabulary:</b></p> <p>Special, unique, God, belief, Christian, celebrate, birthday, church, party, planet, Earth, space, world, home, community, area, place.</p>			
	<p><b>Science</b> - Introduction to Autumn and the changes in season. What changes can you see, hear and feel?  - Making observations of the natural world.</p> <p><b>Geography</b> - Our homes. Identifying where we live. Thinking about why our homes are special to us.</p>						
	<p>Forest School</p> <p>Meet the teachers.</p> <p>Introduce children to the dinner ladies and lunch time staff.</p>	<p>Forest School</p> <p>Ask for family photographs and share during circle time.</p>	<p>Forest School</p> <p>Houses and Homes - discuss types.</p> <p>Create collage houses and talk</p>	<p>Forest School</p> <p>NOS: Online Relationships</p>	<p>Forest School</p> <p>NOS: Online Relationships</p>	<p>Forest School</p> <p>NOS: Online Relationships</p> <p>Making observations of the</p>	<p>Forest School</p> <p>Autumn walk</p>

	All About Me circle time.  Tour of our classroom and outdoor areas.	Walk around the school grounds.  Compare their school to Harry's school	about 'who lives in my house'.			natural world drawing pictures (Label plants outside)	
<b>Expressive Arts and Design</b>	<b>Objectives:</b> - Develop storylines in their pretend play. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.			<b>Vocabulary:</b> Artist, portrait, self-portrait, colour, draw, paint, observation, favourite, music, composer, band, musician, song, piece, genre (and music genres), create			
<b>Art</b> - Van Gogh self-portraits and portraits - looking closely at colour, drawing and painting; making our own self-portraits in different ways and making portraits; exploring colour and drawing from observation. <b>Music</b> (Charanga) Exploring different genres of music, listening to different songs and sharing our thoughts on different pieces of music; moving in different ways to our favourite music; creating our own music in different ways							
	<b>Art</b> Introduce and model how to use self-service paint station. Model how to find and put away resources in the creative area.  <b>Music</b> Charanga – Me!	<b>Art</b> Teach children different techniques for joining materials, such as how to use tape and different sorts of glue.  <b>Music</b> Charanga – Me!	<b>Music</b> Charanga – Me!	<b>Art</b> Andy Warhol inspired self-portraits for display.  <b>Music</b> Charanga – Me!	<b>Art</b> Andy Warhol inspired self-portraits for display.  <b>Music</b> Charanga – Me!	<b>Music</b> Charanga – Me!	<b>Music</b> Singing our favourite Nursery Rhymes. Movement to music at our party.