



St Michael's Nursery and Infant School
EYFS Medium Term Planning - Autumn 1- **Marvellous Me**



Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests.

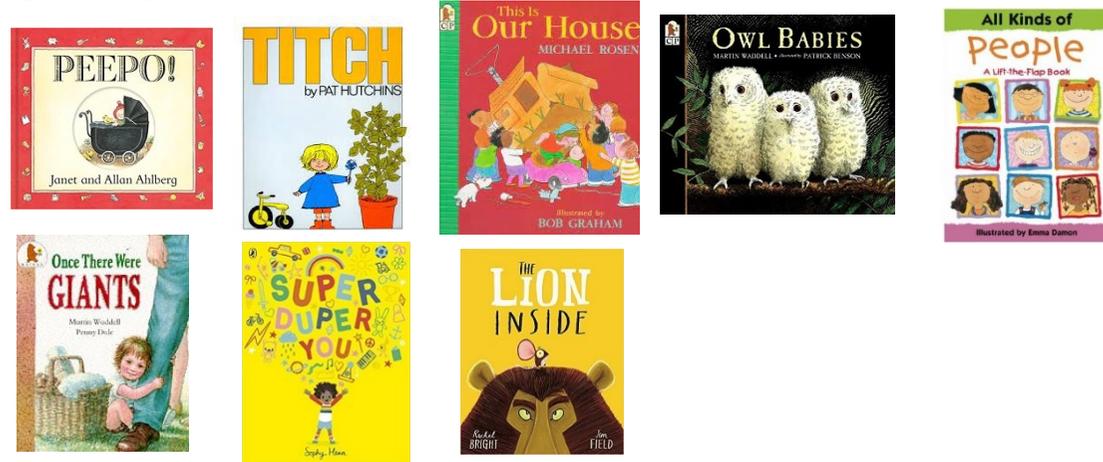
- Settling in to St Michaels
- All about me
- Family Trees
- Houses and Homes
- School Routines
- Forming Friendships
- Nursery Rhymes
- People who help us – doctors and dentists
- Keeping ourselves healthy
- Favourite Nursery Rhymes
- Seasonal Changes - Autumn

Enrichment Experiences:

- Autumn Walk
- Visit to the dentist
- Harvest Festival
- Whole School Multicultural Week – Children around the world.

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique, the highlighted development milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey.

High Quality Texts



Focus Learning Teddy: Izzie Independent

Izzie Independent

I can do things by myself

- I can work by myself for a short time.
- I can sit quietly and listen.
- I am interested in new things.
- I can ask a question.



Communication and Language

EYFS Educational Programme:

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Encourage children to join in with repeated refrains when reading key texts. • Share books which encourage children to look closely at the pictures, to use descriptive vocabulary and to discuss with others as objects are found or cannot be seen. • Question children about what they have heard or what they are playing to check understanding. • Ask children to follow one or two simple instructions e.g. hang up your apron and sit on the carpet. • Choose library books each week and talk about the stories with the children • Use appropriate vocabulary in the role play area to have conversations with each other • Ask children about their home/family and likes/dislikes • Set up the role play area as house and encourage descriptive and imaginative language. • Read “All Kinds of People” Emma Damon Talk about the way our faces show how we are feeling – link to SEAL activities

Personal, Social and Emotional Development

EYFS Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<ul style="list-style-type: none"> • Independence – separating from parents, finding peg, self registration, choosing own areas to work in rather than just following others, tidying up areas where they have worked. • Discuss rules/routines of setting, ask for suggestions, talk about where things are, when they can be used, who can use them and how they are to be used, then tidied away. • Use manners at snack/lunch times and during the session. • Encourage children to help each other find what they need, put on aprons, sort out things and tidy away. • Praise children for their work/kindness to others, encourage children to form good relationships with their peers. • Learn our Golden rules – encourage children to earn 'stickers' on their teddies. • Work with adults to take turns and share equipment • Reinforce correct behaviour – rewards and sanctions • Encourage children to express feelings to staff and ask for help if required. • Encourage children to 'have a go' before asking for help • Talk about home and family at circle times and informally. • Go to the toilet and wash hands independently • Communicate needs e.g. hunger, tiredness, feeling unwell. • Talk about the importance of a healthy diet and trying new foods. • Find out about the importance of brushing our teeth and not eating too many sugary foods

Physical Development

EYFS Educational Programme:

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing 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. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. 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. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing / mealtimes 	<ul style="list-style-type: none"> Weekly PE sessions: Nursery with Mrs Carter – focusing on co-ordination and balance. Reception with Coach David – Multi- skills. Learn different areas of school so that children are aware of the layout and use the areas, moving around safely, and negotiating space. Play “Simon Says”, emphasising names of body parts. Experiment with travelling and balancing using different body parts and move in different ways. Play with balls and compare the way they move when they are thrown and kicked. Which parts of our bodies can we use to make the ball move? Play catching and throwing games. Explore what hands can do to squeeze, roll and flatten play dough. Use small world and construction toys. Play “The Keeper of the Keys” and musical statues. Use climbing equipment outside for sliding, crawling, climbing and jumping Use a variety of mark making equipment – brushes, squeezey bottles, chinks, pens, sponges etc Introduce ‘Funky fingers’ activities. Use pens and pencils. Encourage correct grip and letter formation.

Literacy

EYFS Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - 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 from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> • 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. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Help children to write name labels for displays of their work. • Produce class book about children and what they like/dislike focussing on body parts e.g. with my hands I like to paint. • Use fingers to write in sand/paint handwriting patterns • Make "Smile please"/'Healthy smiles' posters. • Encourage children to find out about our topic by using books and ICT • Provide props/puppets so that children can act out stories (story baskets) • Point out signs and notices in the classroom and talk about what they say. Encourage children to find their own pegs, trays, self registration card and teddies. • Provide writing materials in areas of continuous provision • Practice writing name on wipe off cards/white boards • Role play: write telephone messages, shopping lists, recipes <p>Phonics: Follow Read, Write Ink programme.</p>

Maths

EYFS Educational Programme:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Play a Beetle drive type of game in which children throw a dice and each number corresponds to a part of the body. • Make handprints using paint, cut out and compare sizes. Use prints as leaves and ask children to stick on tree, using positional language. • Play number lotto and other games where children have to listen to instructions. • Use small drums, tambourines, shakers for counting activities – children have to shake/hit a given number of times. Can they do 1 more/less? • Put healthy foods in shopping basket e.g. 4 apples, 3 oranges, 2 carrots etc. • Using gummed paper shapes, make pictures of people. Talk about shapes used. <p>Follow White Rose Maths planning for directed teaching sessions in Reception.</p>

Understanding the World

EYFS Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Use the home corner to act out everyday actions based on first hand experiences • Recognise special events in school and at home e.g. Birthdays and Harvest festival • Link their own experiences to others – recognise things that are the same e.g. celebrating birthdays and others are different e.g. places we go on holidays or clothes we wear • Compare pictures of themselves as babies and talk about changes. Make a list of things they can do and things babies can do. Look at what babies need and what they need. What is the same? • Invite a Mum and baby to come in and talk about the things that a baby needs and what it can and cannot do. • Explore how all families are unique to us. • Use small world area to play with farm, cars, train tracks etc • Encourage the children to experiment with different objects in the sand, play dough and water to find out what happens and how they work

Expressive Arts and Design

EYFS Educational Programme:

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Nursery	Reception	Possible Activities
<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Paint self-portraits to make a class display. Use collage materials on a paper plate to make a face. Make a large person from collage and paint. Add body part labels. • Explore which parts of the body can be used to make sounds to accompany songs. • Encourage children to explore how the sounds can be made faster, slower, louder and quieter. • Paint with fingers and thumbs. • Provide a range of materials for children to choose from to make their own models. As they work encourage them to talk about what their hands are doing. • Sing favourite songs and take it in turns to clap the rhythm. • Use “Peace At Last” by Jill Murphy to which children can add percussion for sound effects. • Practise songs for HARVEST service • Sing a variety of songs about ‘Myself’ from scholastic ‘Myself’ by Jean Evans and Lynne Burgess • During free painting, encourage children to look closely at shapes and colours • Following a visit to the dentist or after watching Early Vision dvd, set up a dental surgery in the role play area.