

Medium Term Plan EYFS Autumn 1- Magical Me

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key Texts		Favourite stories and rhymes chosen by the children	Meg and Mog Favourite stories and rhymes Room on the Broom Have You Filled a Bucket Today?	Humpty Dumpty Little Lumpty	Lucy's Picture The Colour Monster The Button Box	Funny Bones My Cat Likes to hide in Boxes A Squash and a Squeeze A New House For Mouse	Teeth The Pattern Fish My Mum and Dad Make Me Laughe	My Family And Tango Makes 3	
Key Vocabulary			Kind, please, thank you, good looking, good listening Unique	Positional language- on, under, next to, predict	Disability, senses blind, deaf, texture, soft, rough, smooth, emotion, happiness, sadness, angry, fear, calm, jealous	Body parts- neck, elbow, knee, arm etc bone names- leg, hip, knee, foot, ancle	Dentist, milk teeth,	Mum, dad, grandparents, uncle, auntie, cousins	
Forest Schools		-----	-----	Forest schools rules Explore areas- talk about interesting things they see and hear Hide and seek- listening game	Reinforce rules Hide and seek- listening game Scavenger hunt- find things of different shapes/ colours/ textures.	Free choice for children to explore their own ideas and fascinations	Make patterns with natural objects Hide and seek	Free choice for children to explore their own ideas and revisit activities.	
Jigsaw		Introduce themselves to Jigsaw Jennie and Paws. Listen to the chime.	Who...Me? Understand how it feels to belong and that we are similar and different	How am I feeling today? I can start to recognise and manage my feelings	Being at school I can work together with others and consider other peoples feelings	Gentle hands I understand why it is good to be kind and use gentle hands	Children's rights I am starting to understand children's rights and this means we should all be allowed to lean and play	Our responsibilities I am learning what being responsible means	
Communication and Language	Listening and Attention	RBA and inhouse baseline to take place during the first 2 weeks	Learn how to sit on the carpet with legs crossed and put their hand up when they wish to contribute	Learn how to sit on the carpet with legs crossed and put their hand up when they wish to contribute	Play games which help children to practice looking and listening- eg Isn't it funny how a bear likes honey, hide and seek	Play games which help children to practice looking and listening- eg Isn't it funny how a bear likes honey, hide and seek	Listen carefully to stories and talk about what they have heard	Listen carefully to our visitor from the dentist and ask appropriate questions	Talk about their own family. Listen to others and identify similarities and differences between families.
	Speaking		Encourage the children to talk about themselves, likes/ dislikes and their family.	Encourage the children to talk about themselves, likes/ dislikes and their family.	Make predictions during egg drop experiment and give reasons for their ideas	Learn some words in sign language	Talk about a time when they visited the nurse or doctor and what happened.	Talk about their experience of a visit to the dentist	Talk about their family members. Compare their family with others.
Personal, Social and Emotional Development	Self-Regulation		Learn rules of the classroom and wider school.	Learn rules of the classroom and wider school.	Learn rules of the classroom and wider school. Why do we have rules. What happened to Lumpty when he broke the rules?	Identify different emotions. Talk about how emotions make them feel and act. Recognise emotions in others	Use gentle hands and understand why it is important to be gentle	Follow the rules of the classrooms and be kind to others during busy time	Follow the rules of the classrooms and be kind to others during busy time
	Managing Self		Change shoes independently and store safely in baskets.	Manage belongings at the beginning and end of the day. Organise outdoor shoes, indoor	Practice changing for PE independently, folding clothes and taking care	Practice changing for PE independently, folding clothes and taking care	Learn how to look after our bodies- healthy food, exercise and hygiene.	Know how to keep their teeth healthy through brushing and eating the right food	Talk about how they have grown in 4 years. What can they do now

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		Support children who are not able to toilet independently	shoes and wellies as directed. Wash hands thoroughly to remove germs	of belongings in the cloakroom	of belongings in the cloakroom	Know that we have bones inside our bodies and identify some of them.	Sort healthy and unhealthy food	that they couldn't as a baby?
	Building Relationships	Circle games to learn each others names- Hickerty tickerty bumblebee	Circle and parachute games to get to know each other.	Form relationships with adults and peers through busy time and 1:1 activities	Form relationships with adults and peers through busy time and 1:1 activities	Form relationships with adults and peers through busy time and 1:1 activities	Form relationships with adults and peers through busy time and 1:1 activities	Form relationships with adults and peers through busy time and 1:1 activities
Physical Development	Fine Motor	Draw a person, draw you activity	Dough disco Fine motor activities- bobbin/ bead threading, block play, access to a range of writing tools and scissors Tear paper to make Mog	Dough disco Cutting skills- Humpts Ensure tripod grip when writing Assess to a range of fine motor activities during busy time.	Dough disco Cutting skills Ensure tripod grip when writing Assess to a range of fine motor activities during busy time.	Dough disco Cutting skills Ensure tripod grip when writing Assess to a range of fine motor activities during busy time.	Dough disco Cutting skills Ensure tripod grip when writing Assess to a range of fine motor activities during busy time.	Dough disco Cutting skills Ensure tripod grip when writing Assess to a range of fine motor activities during busy time.
	Gross Motor	Explore the range of activities in our outdoor classroom. Use equipment safely and appropriately	Explore the range of activities in our outdoor classroom. Use equipment safely and appropriately	Develop and refine basic movements- hopping, skipping, jumping, running Stop when instructed.	Develop and refine basic movements- hopping, skipping, jumping, running Stop when instructed	Refine basic movement, observe what happens to their body when they exercise Balance on different parts of the body	Refine basic movement, observe what happens to their body when they exercise Balance on different parts of the body	Refine basic movement, observe what happens to their body when they exercise
	Outdoor classroom	The children will have access to the outdoor classroom everyday where they will use scooters, navigate stairs, build with large blocks, build with drainpipes, dance on the stage and build dens.						
Literacy	Comprehension	Talk about the stories we read together. Talk about the characters and settings in stories. Join in with repeated refrains.						
	Word reading	Baseline assessments	Baseline assessments	Floppy's phonics s, a Introduce characters and names	Recap last weeks phonics Recognise and read t, p blend words sat, pat, at, as, sap, tap CEW- I	Recap last weeks phonics Recognise and read i, n blend words pin, nap, tin, in, an, is CEW- no, go	Recap last weeks phonics Recognise and read M, d blend words got, sag, on, not CEW- to, the	Recap last weeks phonics Recognise and read G, o - practice blending VC, CVC words CEW- into
	Writing	Baseline assessments	Baseline assessment Name writing	Emergent writing and mark making Name writing	Emergent writing and mark making Name writing	Emergent writing and mark making Name writing	Emergent writing and mark making Name writing Model writing words and sentences	Emergent writing and mark making Name writing Model writing words and sentences
Mathematics	Numbers	WRM Getting to Know You Number songs and rhymes	WRM Getting to Know You Maths all about me- how old I am, how many people in my house etc.	WRM Match, sort and compare Humpty dumpty maths- positional language	WRM Match, sort and compare Sorting and matching, same and different Smelly wellies game	WRM Talk about measures and patterns Capacity using boxes	WRM It's me 123	Its me 123

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	Numerical Patterns	Baseline	Introduce number area and busy time resources	Sequencing	Recognising/ matching objects and explain reasoning Sorting different objects into groups	Matching different sized objects Comparing groups- more/ fewer	AB, ABC patterns with different objects Sound/ action/ body patterns Spot the mistake in the patterns	Its me 123
Understanding the World	Past and Present	Talk about there own past, things they have done and places they have visited.	Talk about there own past, things they have done and places they have visited.	Look at the pictures in the book of the kings horses and men. Who would enforce the rules now, how would they travel?	Me and my family books- talk about what the children did at the weekend.	Me and my family books- talk about what the children did at the weekend.	Me and my family books- talk about what the children did at the weekend.	Bring in a picture of themselves as a baby What was life like when my grandparents were little? Toys, homes etc
	People, Culture and Communities	Talk about the people in their family	Talk about people in their family Understand why we have rules in our classroom, school and community	Bring pictures of their houses, talk about similarities and differences.	Talk about different types of families. Know that some people in our communities need extra help eg the elderly, deaf and blind.	Know that doctors and nurses help us to look after our bodies and minds. Talk about when the children have visited the doctor or hospital and their experiences.	Know that a dentist helps us look after our teeth. Talk about when the children have visited a dentist and their experience.	Make a family tree of their immediate family
	The Natural World	Explore the outdoor classroom and school environment. Talk about what they see	Explore the outdoor classroom and school environment. Talk about what they see	Egg drop experiment. Which materials will stop the egg from breaking? Make simple predictions and give explanations.	Describe the textures of objects they find at forest schools.	Look at x-rays and identify different bones	Find interesting objects for printing patterns	Look at ariel maps of Walkington over time and talk about how it has changed.
Expressive Arts and Design	Creating with Materials	Paint a self portrait. Look in the mirror to identify key features and choose the correct colours	Tear paper to make Mogs stripes. Use felt tip pen to draw fur.	Create their own humpty using egg shells and felt. Describe how the different materials feel	Use a range of materials to create a collage. Children should think about and describe the texture of the materials they choose for different parts of their pictures. Make large display of the colour monster with all children taking part.	Use art straws to create skeleton pictures thinking about the different bones Use different techniques to make own doctors kit	Printing patterns with shapes, lego, leaves.	Paint pictures of their family members including as much detail as possible.
	Being Imaginative and Expressive	Sing a range of well known songs and nursery rhymes	Sing a range of well known songs and nursery rhymes	Use large foam bricks to build walls and retell the rhyme	Role play the colour monster with masks. How does he act and behave with each coloured emotion.	Funny Bones song Head shoulder knees and toes	Make patterns with our bodies and percussion instruments.	'When I grow up' from Matilda
Baking		-----	Oreo spider (incy wincy)	Humpty dumpty biscuits	Tasting different foods identifying sweet, sour, salty	Gingerbread skeletons	Patterns with smarties on bread sticks	Pizza faces