

Medium Term Plan for Term 1
‘Here I am!’ (Who am I and where do I live?)

Key Texts:

Big Book of Families – for all term
Big Book of Belonging – for all term
A great big cuddle – for all term

Suggested Texts:

Homes
Window
In Every House On Every Street by Jess Hitchman
In My Room by Jo Witek
The Little Red Hen (Harvest)
Martha Maps It Out by Leigh Hodgkinson
All Are Welcome by Alexandra Penfold
My Map Book by Sara Fanelli
From Head To Toe by Eric Carle
A Place Called Home by Lonely Planet Kids
Look Inside Animal Homes by Usborne.
The Boy With Flowers In His Hair by Jarvis
What Makes Me A Me? by Ben Faulks.
The Little Red Hen
I’m Not Just A Scribble by Diane Alber

Pioneer Wide Inset Days: Wednesday 3rd-Friday 5th September.
BASELINE Assessments

Term 1 Intent:	For Curriculum intent, please see the EYFS Curriculum Map.			
Week 1 08.09.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	All are welcome by Alexandra Penfold		3-4 year olds will be learning to: <ul style="list-style-type: none"> How to pay attention to more than one thing at a time. How to listen to longer stories. 	I will take part in group circle times. I will listen to stories as part of a group. I will tell stories in my own words.
	All term: A Big Book of Families A Big Book of Belonging A Great Big Cuddle		Reception children will be learning to: <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". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play 	I will listen to the story 'All are welcome here' and think about all of the different areas of the school. I will introduce myself to my new classmates. I will share how I am feeling about my new school. I will begin to engage in back and forth conversations with my peers during play.
PSED			3-4 year olds will be learning to: <ul style="list-style-type: none"> How to independently make choices. How to express emotions and what they look like. How to be confident with others. Develop their sense of responsibility and membership of the community. Play with one or more children. 	I will use zones to talk about my feelings. I will take part in group turn taking games. I will have opportunities to self-select resources for my learning.

			Reception children will be learning to:	Home visits. Discussing their favorite things.
PD			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting e.g. running, walking or crawling across a plank of wood. • Using one-handed tools and equipment, such as scissors. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	<p>I will experiment with how to travel around the classroom environment.</p> <p>I will experiment with how to travel around the outdoor environment.</p> <p>I will develop my fine motor skills through spending time in the creative area as well as the construction area.</p> <p>I will start to become aware of personal space.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	<p>I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters.</p> <p>I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards.</p> <p>I will learn to line up and queue, being aware of my own and others' personal space.</p> <p>I will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>
Literacy			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Recognise that print has meaning. • Recognise different parts of a book. 	<p>I will take part in rhyme time and singing.</p> <p>I will listen to stories.</p>

			<ul style="list-style-type: none"> Engage in extended conversations about stories. Give meaning to mark making i.e. "That says mummy." 	<p>I will draw my own story.</p> <p>I will mark make with different materials/resources.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name. Write some letters accurately. 	<p>I will listen to stories</p> <p>I will take part in Phase 1 phonics games – see separate folder drive.</p> <p>I will make a birthday card for another child in the school (each child will make one for an unnamed child).</p> <p>I will look for my name when I self-register</p> <p>I will trace over my name</p>
Maths			3-4 year olds will be learning to: <ul style="list-style-type: none"> How to recite numbers past 5. How to recognise objects up to 3. How to compare objects. How to select resources appropriate for building. 	<p>I will count everyday objects.</p> <p>I will compare different groups of objects.</p> <p>I will play in the water/sand area with different measurement tools.</p>
			Reception children will be learning to:	BASELINE
UtW			3-4 year olds will be learning to: <ul style="list-style-type: none"> How to explore my environment using my senses. How to describe myself and my family. How to describe my home and local area. Explore how things work. Continue developing positive attitudes about the differences between people. 	<p>I will explore both the indoor and outdoor classroom environment.</p> <p>I will spend time getting to know the other children in my class.</p> <p>I will take part in circle times learning about everyone's families and homes.</p> <p>I will share information about my family and home.</p>
			RE: <ul style="list-style-type: none"> How to talk about what makes me special. 	<p>I will listen to stories about new life</p>

			<ul style="list-style-type: none"> How to listen to stories. 	I will listen to Psalms about God.
			Reception children will be learning to:	
EAD	Big Book of Belonging (Happy Birthday) pages	Listen Notice Colour Shapes position	3-4 year olds will be learning to: <ul style="list-style-type: none"> How to play pretend using different objects. How to listen carefully. Develop their own ideas and then decide which materials to use to express them. 	I will sing familiar songs and rhymes I will spend time working with others. I will create a portrait of myself using loose parts or playdough (imaginative representation)
			Reception children will be learning to: <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Share their ideas, listening to each other. 	I will create a portrait of myself using loose parts and playdough (imaginative representation) and compare my portrait with my friend's creation (using visualiser to model this for whole class, to build confidence) https://www.youtube.com/@adifferentmusician

Week 2 15.09.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	The Boy with Flowers in his Hair by Jarvis	Core: Special Important, items, chosen, show, discuss, talk, listen,	3-4 year olds will be learning to: <ul style="list-style-type: none"> How to pay attention to more than one thing at a time. How to listen to longer stories. Start a conversation with an adult or friend and continue it for many turns. 	I will take part in group circle times. I will play turn taking games with my peers. I will listen to stories as part of a group. I will tell stories in my own words. I will start to share my favourite areas of the classroom with my friends.

	<p>All term: A Big Book of Families A Big Book of Belonging A Great Big Cuddle</p>	<p>share, toys, photographs, classroom, friends. Aspirational: Past, future, present, personal, preferred, Environment Building</p>	<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> ● Enjoy listening to longer stories and can remember much of what happens. ● Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ● Sing a large repertoire of songs. ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Use longer sentences of four to six words. ● Start a conversation with an adult or a friend and continue it for many turns. ● Use talk to organise themselves and their play 	<p>I will listen to the story ‘The Boy with Flowers in His Hair’ and talk about my best friend(s) as part of a circle time.</p> <p>I will listen to a variety of stories about starting school and will have the opportunity to share how I am feeling about being in a new school environment.</p> <p>I will play a range of listening games – see separate folder in the drive – C and L/Phonics Games.</p> <p>I will sing songs and nursery rhymes – teacher’s own choice.</p>
PSED			<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> ● How to independently make choices. ● How to express emotions and what they look like. ● How to be confident with others. ● Develop their sense of responsibility and membership of the community. ● Play with one or more children. 	<p>I will use zones to talk about my feelings. I will have opportunities to self-select resources for my learning. I will share what makes me feel happy at school and home either 1-1 or in a circle time. I can identify a time that made me sad and start to understand how to help myself feel better.</p>
			<p>Reception children will be learning to:</p>	<p>Discussing family trees</p>

PD	Big Book of Belonging		3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting e.g. running, walking or crawling across a plank of wood. • Using one-handed tools and equipment, such as scissors. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	<p>I will experiment with how to travel around the classroom environment.</p> <p>I will experiment with how to travel around the outdoor environment.</p> <p>I will develop my fine motor skills through spending time in the creative area as well as the construction area.</p> <p>I will start to become aware of personal space.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	<p>P.E -see separate planning</p> <p>I will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters.</p> <p>I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards.</p> <p>I will safely and confidently use knives, forks and spoons when eating.</p> <p>I will learn to line up and queue, being aware of my own and others' personal space.</p> <p>Cutting paper snow flakes – link to 'we are all unique' in Big Book of Belonging.</p> <p>Can they act/move like the animals in the story?</p>

Literacy	<p>The Boy with Flowers in his Hair by Jarvis</p> <p>All term: A Big Book of Families A Big Book of Belonging A Great Big Cuddle</p>	<p>Core: Group reading, sharing, turn-taking, talking about the pictures, poems, friends</p> <p>Aspirational: relating personal experiences to the text, poetry verses, friendships, phoneme.</p>	<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> ● Recognise that print has meaning. ● Recognise different parts of a book. ● Engage in extended conversations about stories. ● Give meaning to mark making i.e. "That says mummy." 	<p>I will take part in rhyme time and singing.</p> <p>I will explore the reading corner.</p> <p>I will engage with story time.</p> <p>I will explore the creative area and create meaningful art work which I can share with my peers or adults.</p> <p>I will look for my name.</p>
			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> ● Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing ● Develop their phonological awareness, so that they can: - 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. ● Write some or all of their name. ● Write some letters accurately. 	<p>I will listen to stories</p> <p>I will take part in Phase 1 phonics games – see folder in drive.</p> <p>I will begin to learn my Phase 2 sounds (see separate LW planning – we will begin here with Week 1, Autumn 1, ie SATP).</p> <p>I will look for my name when I self-register</p> <p>I will trace over my name</p> <p>I will draw a picture of one of my friends/my friends and tell an adult what they are called. I will try to identify the first sound in their names. I will try to trace over the names that the adult scribes.</p>
Maths			<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> ● How to recite numbers past 5. ● How to recognise objects up to 3. ● How to compare objects. ● How to select resources appropriate for building. 	<p>I will count everyday objects.</p> <p>I will compare different groups of objects.</p> <p>I will play in the water/sand area with different measurement tools.</p>
			<p>Reception children will be learning to:</p>	<p>BASELINE</p>

UtW	The Boy With Flowers in His Hair		3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to explore my environment using my senses. • How to describe myself and my family. • How to describe my home and local area. • Explore how things work. • Continue developing positive attitudes about the differences between people.. 	<p>I will explore both the indoor and outdoor classroom environment.</p> <p>I will spend time getting to know the other children in my class.</p> <p>I will take part in circle times learning about everyone's families and homes.</p> <p>I will share information about my family and home.</p>
			RE: <ul style="list-style-type: none"> • How to talk about what makes me special. • How to listen to stories. 	<p>I will listen to stories about new life</p> <p>I will listen to Psalms about God.</p>
			Reception children will be learning to:	<p>Using flowers/natural objects to create self-portrait with flowers – link to EAD.</p> <p>Making egg shell/cress heads to have their own character with growing hair.</p>
EAD	The Boy With Flowers in His Hair	Print, paint, choice, hands, fingers, smudge, clear print. Tear Cut Glue outline	3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to play pretend using different objects. • How to listen carefully. • Explore different materials freely, to develop their ideas about how to use them and what to make. 	<p>I will sing familiar songs and rhymes</p> <p>I will spend time listening to the views of others.</p> <p>I will spend time working with others.</p> <p>I will explore the creative area.</p> <p>I will use natural resources to create a self portrait.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Make use of props within pretend play. 	<p>I will look at and listen to creative ideas and use this to inform my own flower design.</p> <p>I can explore cutting and tearing thin papers and gluing to create my flower design.</p>

				<p>I will contribute to a whole class flower crown, using each pupils handprints - children to use this in circle time (to signify it is their turn) to talk about their friends/themselves in positive ways.</p> <p>I will develop my ability to pretend with objects and explain my ideas. See EAD resources.</p> <p>Using flowers/natural objects to create self-portrait with flowers – link to Frida Kahlo.</p> <p>https://www.youtube.com/@adifferentmusician</p>
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Week 3 22.09.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	From Head to Toe by Eric Carle All term: A Big Book of Families A Big Book of Belonging A Great Big Cuddle	Core: same, different, family, mother, father, grandparents, sister, brother, home, listing things they can do with their bodies Aspirational: unique, sibling, relative,	3-4 year olds will be learning to: <ul style="list-style-type: none"> How to pay attention to more than one thing at a time. How to listen to longer stories. Use longer sentences of four to six words. 	I will take part in group circle times. I will listen to stories as part of a group. I can copy the actions in 'From Head to Toe'. I will listen to 'A Big Book of Families' (perhaps just initial pages) and talk to my class about the people in my family, as part of a sharing circle or 1-1.
			Reception children will be learning to: <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". Sing a large repertoire of songs. 	I will listen to 'A Big Book of Families' (perhaps just initial pages) and talk to my class about the people in my family, as part of a sharing circle or 1-1. I can listen to 'From Head to Toe' and copy the actions I will begin to learn a poem: Things I Can Do (see folder in drive and Poetry Basket)

		cousin, aunt, uncle	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Start a conversation with an adult or a friend and continue it for many turns. • • Use talk to organise themselves and their play 	<p>I will play a range of listening games – see separate folder in the drive – C and L/Phonics Games.</p> <p>I will sing songs and nursery rhymes – teacher’s own choice.</p>
PSED			3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to independently make choices. • How to express emotions and what they look like. • How to be confident with others. • Develop their sense of responsibility and membership of the community. • Play with one or more children. 	<p>I will use zones to talk about my feelings.</p> <p>I will have opportunities to self-select resources for my learning.</p> <p>I can share information about my family and who is special to me.</p> <p>I can start to identify friends in the classroom and develop relationships with them.</p>
			Reception children will be learning to:	
PD			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting e.g. running, walking or crawling across a plank of wood. • Using one-handed tools and equipment, such as scissors. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	<p>I will experiment with how to travel around the environment</p> <p>I will use the outdoor equipment to develop my movement, balancing, riding and ball skills.</p> <p>I will spend time in the malleable area.</p> <p>I will create my own actions for the book ‘From Head to Toe’.</p>

			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing ● 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. ● Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	<p>P.E-see separate planning</p> <p>I will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I will use scooters, bikes and trikes safely in the outdoor environment.</p> <p>Baking bread rolls – kneading, rolling, measuring, mixing, moulding.</p> <p>I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters.</p> <p>I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards</p> <p>I will show a preference for a dominant hand.</p> <p>I will safely and confidently use knives, forks and spoons when eating.</p> <p>I will learn to line up and queue, being aware of my own and others’ personal space.</p>
Literacy	The Little Red Hen	Core: beginning, middle, end, characters, setting,	<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> ● Recognise that print has meaning. ● Recognise different parts of a book. ● Engage in extended conversations about stories. ● Give meaning to mark making i.e. “That says mummy.” 	<p>I will take part in rhyme time and singing.</p> <p>I will explore the reading corner.</p> <p>I will engage with story time.</p>

		author, illustrator Phoneme, initial sound Aspirational: story progression, story climax, text, illustration, print		<p>I will share my favourite stories 1-1 with an adult.</p> <p>I will look for my name.</p> <p>I will draw a picture of my family and tell an adult what my family members are called. I will try to identify the first sound in their names with support.</p>
			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> • Understand that we read from bottom to top and left to right. • Develop their phonological awareness, so that they can: - 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. • Write some or all of their name. • Write some letters accurately 	<p>BASELINE</p> <p>I will listen to stories – teacher to show children where they are beginning to read on each page – top to bottom, left to right.</p> <p>I will take part in Phase 1 phonics game</p> <p>Little Wandle –Week 2 – see separate planning.</p> <p>I will begin to share books without text 1-1 with an adult.</p> <p>I will look for my name when I self-register</p> <p>I will trace over my name</p> <p>I will draw a picture of my family and tell an adult what my family members are called. I will try to identify the first sound in their names.</p> <p>Use colorful semantics to build sentences around pictures – little red hen. Verbal discussions & adult to scribe.</p> <p>Describing characters from the book e.g. dog is lazy, hen is helpful.</p>

Maths	A Pair of Socks by Stuart J. Murphy Seaweed Soup by Stuart J. Murphy Beep Beep, Vroom Vroom! by Stuart J. Murphy	Sort Match Colour Shape More Less Fewer Same Different Set Rule Odd	3-4 year olds will be learning to: <ul style="list-style-type: none"> How to recite numbers past 5. How to recognise objects up to 3. How to compare objects. How to select resources appropriate for building Match their developing physical skills to tasks and activities in the setting Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. 	<p>I will count everyday objects. I will compare different objects and group them. I will play in the water/sand area with different measurement tools.</p> <p>Exploring routines of the day</p> <p>Point out to children where objects such as water bottles or book bags belong around the classroom.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. Subitise. 	<p>BASELINE</p> <p>Reception Autumn term Block 1 – Match, sort and compare</p> <p>Step 1: Match objects Step 2: Match pictures and objects Step 3: Identify a set</p> <p>Becoming familiar with routines/structure of the day.</p> <p>At tidy-up time, encourage children to match resources to pictures to ensure that they are put away in the correct place.</p>
UtW	The Little Red Hen - Harvest		3-4 year olds will be learning to: <ul style="list-style-type: none"> How to explore my environment using my senses. How to describe myself and my family. How to describe my home and local area. Explore how things work. Continue developing positive attitudes about the differences between people. <p>RE:</p> <ul style="list-style-type: none"> How to talk about what makes me special. How to listen to stories. 	<p>I will spend time getting to know the other children in my class. I will take part in circle times learning about everyone's families and homes. I will share information about my family and home. I will learn about Harvest. I will explore maps and see where animals in the book "Head to Toe" are from.</p> <p>I will listen to stories about new life I will listen to Psalms about God.</p>

			Reception children will be learning to:	
EAD	The Little Red Hen-Harvest	Print making Colour mixing Patterns Straight, curved, spiral, zig zag	3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to play pretend using different objects. • How to listen carefully. • Explore making marks and mixing colours, using a variety of materials- print making. • Take part in simple pretend play. 	I will sing familiar songs and rhymes I will spend time listening to the views of others. I will spend time working with others. I will retell the story of the little red hen. I will explore colour and pattern within print making to make a collaborative 'farm' picture.
			Reception children will be learning to: <ul style="list-style-type: none"> • Explore patterns and colours using paint. • Create collaboratively, sharing ideas, resources and skills. • Make use of props within pretend play. 	I will create patterns and colours for an effect (large class farm picture linked with Little Red Hen) See EAD Resources. I will use props for retelling the story of the little red hen or create my own 'map' of the story. I will develop my ability to pretend with objects and explain my ideas. See EAD resources- visual and object prompts for imagination. Using a fork and other materials to paint a red hen. Baking bread rolls. https://www.youtube.com/@adifferentmusician

Week 4 29.09.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
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C&L	What makes me a Me, by Ben Faulks	Core: same, different, Aspirational: unique, characteristics , preferences	3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to pay attention to more than one thing at a time. • How to listen to longer stories. • Use a wider range of vocabulary • Understand ‘why’ questions. 	I will listen to ‘What makes me a me’ and share what I think about myself. I will play a range of listening games – see separate folder in the drive – C and L/Phonics Games.
	From Head to Toe by Eric Carle. All term: A Big Book of Families A Big Book of Belonging A Great Big Cuddle		Reception children will be learning to: <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”. • Sing a large repertoire of songs. • Use longer sentences of four to six words. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play 	I will listen to ‘What Makes me a Me’ I can listen to ‘From Head to Toe’ and copy the actions. I can suggest new things that we could add to the book I can listen to stories about Harvest (Harvest is Sunday 5 th October) I will continue to learn a poem: Things I Can Do (see folder in drive and Poetry Basket) I will play a range of listening games – see separate folder in the drive – C and L/Phonics Games. I will sing songs and nursery rhymes – teacher’s own choice.
PSED	I’m Not Just A Scribble		3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to independently make choices. • How to express emotions and what they look like. • How to be confident with others. • Develop their sense of responsibility and membership of the community. • Play with one or more children. 	I will use zones to talk about my feelings. I will have opportunities to self-select resources for my learning. I can share what makes me special. I can share what makes important people to me special, identifying the emotions they make me feel.

			Reception children will be learning to:	
PD			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting e.g. running, walking or crawling across a plank of wood. • Using one-handed tools and equipment, such as scissors. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	<p>I will experiment with how to travel around the environment</p> <p>I will use the outdoor equipment to develop my movement, balancing, riding and ball skills.</p> <p>I will spend time gaining confidence using one handed equipment.</p> <p>I will create a self portrait in the small world area to develop my fine motor skills.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	<p>P.E-see planning</p> <p>I will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I will use scooters, bikes and trikes safely in the outdoor environment.</p> <p>I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters.</p> <p>I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards.</p>

				<p>I will show a preference for a dominant hand.</p> <p>I will safely and confidently use knives, forks and spoons when eating.</p> <p>I will learn to line up and queue, being aware of my own and others' personal space.</p>
Literacy	Nature Stories: Little Acorn by Igloo Books Ltd	Core: initial sound, phoneme, listening games, pencil grip, tripod grip. Aspirational: Text, illustrations, author, illustrator	3-4 year olds will be learning to: <ul style="list-style-type: none"> • Recognise that print has meaning. • Recognise different parts of a book. • Engage in extended conversations about stories. • Give meaning to mark making i.e. "That says mummy." 	<p>I will take part in rhyme time and singing.</p> <p>I will look for my name.</p> <p>I will draw a self portrait and may try to identify things which are special about myself to add to the outside.</p> <p>I will explore the writing area and mark make.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - 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. 	<p>I will listen to stories – teacher to show children where they are beginning to read on each page – top to bottom, left to right.</p> <p>I will take part in Phase 1 phonics game</p> <p>Little Wandle –Week 3 – see separate planning.</p> <p>I will share books without text 1-1 with an adult.</p> <p>I will look for my name when I self-register</p> <p>I will trace over my name</p> <p>I will draw a picture of myself and talk to an adult about some of the features of my face. I will try to identify the initial sound in some of the words that label parts of my face/I will form some of the initial letters.</p>

			<ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately 	I will begin to mark make in my play
Maths	The Button Box by Margarette S. Reid	Sort Match Colour Shape More Less Fewer Same Different Set Rule Odd Type Organise Arrange Compare	3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to recite numbers past 5. • How to recognise objects up to 3. • How to compare objects. • How to select resources appropriate for building • Compare amounts, saying 'lots', 'more' or 'same'. • Compare quantities using language: 'more than', 'fewer than'. 	I will count everyday objects. I will compare different groups of objects. I will play in the water/sand area with different measurement tools. I will share observations when building such as big/tall/small.
			Reception children will be learning to: <ul style="list-style-type: none"> • Talk about and identify the patterns around them. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Compare numbers. 	Reception Autumn term Block 1 – Match, sort and compare Step 4: Sort objects to a type Step 5: Explore sorting techniques Step 6: Create sorting rules Step 7: Compare amounts
UtW	Nature Stories: Little Acorn by Igloo Books Ltd		3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to explore my environment using my senses. • How to describe myself and my family. • How to describe my home and local area. • Explore how things work. • Continue developing positive attitudes about the differences between people. RE: <ul style="list-style-type: none"> • How to talk about what makes me special. • How to listen to stories. 	I will spend time getting to know the other children in my class. I will take part in circle times learning about everyone's families and homes. I will look at the life cycle of an acorn. I will learn about season and seasonal changes.
				I will listen to stories about new life I will listen to Psalms about God.

			Reception children will be learning to:	Learning about the lifecycle of an acorn
EAD	I'm Not Just A Scribble	Scribble Imagination Uniquescicles Lines Shapes explore animation	3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to play pretend using different objects. • How to listen carefully. • How to use a pencil/ drawing tool to create circles and lines for creative purposes. 	I will sing familiar songs and rhymes I will spend time listening to the views of others. I will spend time working with others. I will create circles and lines with developing control and use to create 'a scribble monster'
			Reception children will be learning to: <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Express ideas through music • Listen the the ideas of others • Use creative ideas in play 	I will use https://sketch.metademolab.com/ to make my own 'scribble' come to life through animation. Add musical percussion? I will develop my ability to pretend with objects and explain my ideas. See EAD resources. https://www.youtube.com/@adifferentmusician

Week 5 06.10.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	My Map Book by Sara Fanelli – supported by Martha Maps it Out by Leigh Hodgkinson	Core: Map, direction, house, school, road etc. Aspirational:	3-4 year olds will be learning to: <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 • Start a conversation with an adult or a friend and continue it for many turns. • Develop their communication but may have problems with words such as: 'runned' for ran or 'swimmed' for swam. 	I will listen to 'Martha Maps it Out' and comment on what I can see in Martha's map. I will then listen to 'My Map Book' by Sara Fanelli and talk about things which are in my bedroom 1-1 or in circle time. I will listen to the poem 'All About Me' and join in with actions or learnt sections.

	All term: A Big Book of Families A Big Book of Belonging A Great Big Cuddle	Direction, feature, environment,	Reception children will be learning to: <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. • Use longer sentences of four to six words. • Start a conversation with an adult or a friend and continue it for many turns. • • Use talk to organise themselves 	I will listen to ‘My Map Book’ by Sara Fanelli (particularly pages ‘map of my bedroom’ and ‘map of my neighbourhood.’) I will talk about what is in my bedroom, in a sharing circle or 1-1 with an adult. I will listen to Martha Maps it Out by Leigh Hodgkinson. I will learn the poem ‘All About Me’ – see ‘All About Me’ poem in the All About Me poetry booklet in the drive. I will play a range of listening games – see separate folder in the drive – C and L/Phonics Games. I will sing songs and nursery rhymes – teacher’s own choice.
PSED			3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to independently make choices. • How to express emotions and what they look like. • Develop their sense of responsibility and membership of the community. • Increasingly follow rules, understanding why they are important. 	I will develop my sense of community by talking about the areas of my community I enjoy visiting e.g. the park.
			Reception children will be learning to:	-
PD			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting e.g. running, walking or crawling across a plank of wood. • Using one-handed tools and equipment, such as scissors. 	I will experiment with how to travel around the environment I will use the outdoor equipment to develop my movement, balancing, riding and ball skills. I will spend time in the malleable area. I will use the construction area to create a ‘map’ of my local area. I.e. A house, the park and school.

			<ul style="list-style-type: none"> • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	
			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	<p>P.E-see separate planning</p> <p>I will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I will use scooters, bikes and trikes safely in the outdoor environment.</p> <p>I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters.</p> <p>I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards</p> <p>I will show a preference for a dominant hand</p> <p>I will safely and confidently use knives, forks and spoons when eating.</p> <p>I will learn to line up and queue, being aware of my own and others' personal space.</p>
Literacy		Core: initial sound, phoneme,	<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Recognise that print has meaning. 	I will take part in rhyme time and story time.

		listening games, pencil grip, tripod grip. Aspirational: Text, illustrations, author, illustrator, feature, furniture, label, mark making, directed drawing	<ul style="list-style-type: none"> • Recognise different parts of a book. • Engage in extended conversations about stories. • Give meaning to mark making i.e. "That says mummy." 	<p>I will explore the reading corner.</p> <p>I will look for my name.</p> <p>I will draw a picture of my room and attempt to 'label it' through meaningful mark making.</p> <p>I will reenact stories/nursery rhymes in the roleplay area.</p>
			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - 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 	<p>I will listen to stories – teacher to show children where they are beginning to read on each page – top to bottom, left to right.</p> <p>I will take part in Phase 1 phonics game</p> <p>Little Wandle –Week 4 – see separate planning.</p> <p>I will share books without text 1-1 with an adult.</p> <p>I will look for my name when I self-register</p> <p>I will trace over my name</p> <p>I will start participating in simple directed drawing activities</p> <p>I will draw a picture of my bedroom. I will try to identify the initial sound in some of the words that label parts of my bedroom/I will form some of the initial letters.</p> <p>I will begin to mark make in my play</p>
Maths	Where's My Teddy? by Jez Alborough	Smaller Bigger Taller Longer Shorter	<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Compare amounts, saying 'lots', 'more' or 'same'. • Compare quantities using language: 'more than', 'fewer than'. • Make comparisons between objects relating to size, length, weight and capacity. 	<p>Build in the construction area using a variety of large, small, long and short blocks.</p> <p>Encourage children to make big houses, little houses, tall towers and short towers.</p>

	Dear Zoo by Rod Campbell	Heavier Lighter More Less Size Compare Than Balance Most Least Capacity		Play in the sand/water area with different measuring items.
			Reception children will be learning to: <ul style="list-style-type: none"> • Compare numbers. • Make comparisons between objects relating to size, length, weight and capacity. 	Reception Autumn term Block 2 – Talk about measure and pattern Step 1: Compare size Step 2: Compare mass Step 3: Compare capacity Build in the construction area using a variety of large, small, long and short blocks. Encourage children to make big houses, little houses, tall towers and short towers - ask children what size of animal or person could live in their house or tower. Weighing scales with different objects - can they predict what is heavier/lighter? Encourage children to compare the objects and to explore how many scoops each will hold - water play.
UtW			3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to explore my environment using my senses. • How to describe myself and my family. • How to describe my home and local area. • Explore how things work. • Continue developing positive attitudes about the differences between people. RE: <ul style="list-style-type: none"> • How to talk about what makes me special. • How to listen to stories. 	I will spend time getting to know the other children in my class. I will take part in circle times learning about everyone's families and homes. I will continue to look at the life cycle of an acorn. I will continue to learn about season and seasonal changes

			Reception children will be learning to:	
EAD	Let's Make Faces https://www.youtube.com/watch?v=ahIXdNxePfQ	Face- facial features Grip, pinch, tight, loose, hand, lines, circles, shapes, copy, Shapes, patterns differences	3-4 year olds will be learning to: <ul style="list-style-type: none"> Create closed shapes with continuous lines, and begin to use these shapes to represent their features. 	I will choose and then represent a facial feature, using drawing tools. I will explore creating lines and circles. I will explore my new art technique within other areas of play.
			Reception children will be learning to: <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Use different drawing tools. 	I will create a picture of the 'Best Part of Me' such as my eyes, ears or smile. See EAD resources. I will develop my ability to pretend with objects and explain my ideas. See EAD resources. https://www.youtube.com/@adifferentmusician

Week 6 13.10.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
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C&L	A Place Called Home, Lonely Planet Kids	Core: Home, space, room etc. Aspirational: environment, feature, description, strength, skill	3-4 year olds will be learning to: <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 • Start a conversation with an adult or a friend and continue it for many turns. • Develop their communication but may have problems with words such as: ‘runned’ for ran or ‘swimmed’ for swam. • Understand ‘why’ questions. 	<p>I will listen to In Every House on Every Street by Jess Hitchman.</p> <p>I will talk about my favourite room in my house, sharing why either 1-1 or in circle time.</p> <p>I will share who’s in my house and describe them in short sentences.</p>
	Look Inside Animal Homes by Usborne. In Every House on Every Street by Jess Hitchman		Reception children will be learning to: <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. • 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 	<p>I will listen to ‘A Place Called Home’ and describe my own home, in a sharing circle or 1-1 with an adult.</p> <p>I will continue to learn the poem ‘All About Me’ – see ‘All About Me’ poem in the All About Me poetry booklet in the drive.</p> <p>I will play a range of listening games – see separate folder in the drive – C and L/Phonics Games.</p> <p>I will sing songs and nursery rhymes – teacher’s own choice.</p>

PSED	In Every House on Every Street by Jess Hitchman		3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to independently make choices. • How to express emotions and what they look like. • Develop their sense of responsibility and membership of the community. • Increasingly follow rules, understanding why they are important. 	In a circle time we will reread In Every House on Every Street by Jess Hitchman. We will use this book as a conversation starter about different rules at school and why they are important in our classroom. Following a similar structure to the book i.e. What we do, why we do it, how it makes us feel.
			Reception children will be learning to:	
PD			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting e.g. running, walking or crawling across a plank of wood. • Using one-handed tools and equipment, such as scissors. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	I will experiment with how to travel around the environment I will use the outdoor equipment to develop my movement, balancing, riding and ball skills. I will spend time in the creative area developing confidence with one-handed tools and equipment. I will create my house in the junk modelling area. I will continue creating maps in the construction area.
			Reception children will be learning to: <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	P.E-see planning I will travel with confidence and skill around, under, over and through balancing and climbing equipment. I will use scooters, bikes and trikes safely in the outdoor environment. I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters. I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes

				<p>on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards.</p> <p>I will use a comfortable grip when holding pens, pencils, paintbrushes and crayons.</p> <p>I will safely and confidently use knives, forks and spoons when eating.</p> <p>I will show a preference for a dominant hand.</p> <p>I will learn to line up and queue, being aware of my own and others' personal space.</p>
Literacy			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Recognise that print has meaning. • Recognise different parts of a book. • Engage in extended conversations about stories. • Give meaning to mark making i.e. "That says mummy." 	<p>I will take part in rhyme time and story time.</p> <p>I will look for my name.</p> <p>I will explore mark making in the creative area.</p> <p>I will reenact stories/nursery rhymes in the roleplay area.</p> <p>I will draw a picture of my home and 'label it' through meaningful mark making.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - 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. 	<p>I will listen to stories – teacher to show children where they are beginning to read on each page – top to bottom, left to right.</p> <p>I will take part in Phase 1 phonics game</p> <p>Little Wandle –Week 5 – see separate planning.</p> <p>I will share books without text 1-1 with an adult.</p> <p>I will look for my name when I self-register</p>

			<ul style="list-style-type: none"> • 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 	<p>I will trace over my name</p> <p>I will start participating in simple directed drawing activities</p> <p>I will draw a picture of my home. I will try to identify the initial sound in some of the words that label parts of my home/I will form some of the initial letters.</p> <p>I will begin to mark make in my play</p>
Maths	<p>My First Book of Patterns by Bobby and June George</p> <p>We're Going on a Bear Hunt by Michael Rosen</p>	<p>Pattern</p> <p>Colour</p> <p>Shape</p> <p>Repeat</p> <p>Copy</p>	<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Talk about and identify 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. 	<p>In the construction area, ask children to build towers and enclosures using their own repeating patterns.</p> <p>I will create patterns in my art work.</p> <p>I will use the loose parts to create patterns.</p>
			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Continue, copy and create repeating patterns. • Notice and correct an error in a repeating pattern. 	<p>Reception Autumn term Block 2 – Talk about measure and pattern</p> <p>Step 4: Explore simple patterns</p> <p>Step 5: Copy and continue simple patterns</p> <p>Step 6: Create simple patterns</p> <p>Listen for patterns in familiar rhymes</p> <p>Ask children to make a sound pattern using the instruments.</p> <p>Make a range of AB patterns for children to see and ensure that you make deliberate mistakes in the patterns created - what do they notice?</p>

UtW			3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to explore my environment using my senses. • How to describe myself and my family. • How to describe my home and local area. • Explore how things work. • Continue developing positive attitudes about the differences between people. RE: <ul style="list-style-type: none"> • How to talk about what makes me special. • How to listen to stories. 	<p>I will spend time getting to know the other children in my class.</p> <p>I will take part in circle times learning about everyone's families and homes.</p> <p>I will continue to learn about season and seasonal changes.</p> <p>I will explore seasonal foods including pumpkins and other root vegetables.</p>
			Reception children will be learning to:	
EAD	Link with Maths	Sound Pattern Speed tempo Loud Quiet Dynamics Print Patterns- curved, zig zag, wavy, spiral, straight,	3-4 year olds will be learning to: <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Play instruments with increasing control to express their feelings and ideas. • Create closed shapes with continuous lines, and begin to use these shapes to represent people. • Explore pattern within mark making. 	<p>I will be able to identify the instrument/environmental sound that comes next in a simple pattern.</p> <p>I will control a percussion instrument and stop and play when asked in order to create a simple rhythmic pattern.</p> <p>I will explore using natural and man made objects to print with. I will talk about what marks and colours are made.</p>

			Reception children will be learning to: <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Explore pattern and colour mixing within print making. 	<p>I will be able to identify the next sound in a rhythmic pattern.</p> <p>I can control a percussion instrument (claves?) to explore patterns involving change in tempo or dynamics.</p> <p>I can explore pattern and colour mixing using a variety of everyday objects and natural objects, and produce a clear print- Creating a class family 'quilt' picture.</p> <p>https://www.youtube.com/@adifferentmusician</p>
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Week 7 20.10.25	Key texts Songs Rhymes	Vocabulary	Skills and Knowledge Gained (Impact) (Development Matters)	Suggested Activities (Implementation)
C&L	A continuation of last week's texts.	See above	3-4 year olds will be learning to: <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 • Start a conversation with an adult or a friend and continue it for many turns. • Develop their communication but may have problems with words such as: 'runned' for ran or 'swimmed' for swam. • Understand 'why' questions. 	<p>I can listen to the non-fiction book 'Look Inside Animal Homes' by Usborne.</p> <p>I can talk about my favorite animal and use descriptive words.</p> <p>I can share what my perfect home would have in it and what it would look like.</p> <p>I can talk about my plans for the half-term holidays.</p>
			Reception children will be learning to: <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. 	<p>I can listen to the non-fiction book 'Look Inside Animal Homes' by Usborne and to pg. 10 of 'The Big Book of Belonging' by Yuval Zommer.</p> <p>I can talk about my baby photograph and my family photograph – 1-1 with an adult, buddy or in a sharing circle.</p> <p>I can talk about my plans for the half-term holidays.</p>

			<ul style="list-style-type: none"> • 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. • 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 	
PSED			3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to independently make choices. • How to express emotions and what they look like. • Develop their sense of responsibility and membership of the community. • Increasingly follow rules, understanding why they are important. 	<p>I can talk about what I could do to make others happy.</p> <p>Using the book ‘Look Inside Animal Homes’ by Usborne I can talk about what I could do to make other people/animals happy. This could include building an ‘animal home’ in the outdoor environment.</p>
			Reception children will be learning to:	
PD			3-4 year olds will be learning to: <ul style="list-style-type: none"> • Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in 	<p>I will experiment with how to travel around the environment</p> <p>I will use the outdoor equipment to develop my movement, balancing, riding and ball skills.</p>

			<p>the setting e.g. running, walking or crawling across a plank of wood.</p> <ul style="list-style-type: none"> • Using one-handed tools and equipment, such as scissors. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. 	<p>I will spend time in the malleable area.</p> <p>I will spend time outdoors creating 'Animal homes'.</p>
			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing • 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. • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes 	<p>P.E-see separate planning</p> <p>I will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I will use scooters, bikes and trikes safely in the outdoor environment.</p> <p>I will use one-handed tools and equipment safely. Suggested tools: scissors, paintbrushes, pencils, droppers, pipettes, scoops, spoons, dough cutters.</p> <p>I will develop a pincer grip and finger strength. Suggested activities: threading beads, pegging clothes on line, playdough squeezing and rolling, tuff tray with tweezers and pom-poms, lacing cards.</p> <p>I will use a comfortable grip when holding pens, pencils, paintbrushes and crayons.</p> <p>I will show a preference for a dominant hand.</p> <p>I will safely and confidently use knives, forks and spoons when eating.</p>

				I will learn to line up and queue, being aware of my own and others' personal space.
Literacy		See above	3-4 year olds will be learning to: <ul style="list-style-type: none"> ● Recognise that print has meaning. ● Recognise different parts of a book. ● Engage in extended conversations about stories. ● Give meaning to mark making i.e. "That says mummy." 	<p>I will take part in rhyme time and story time.</p> <p>I will look for my name.</p> <p>I will explore the reading corner and self select books to read.</p> <p>I will trace my name below my baby picture to add to our class version of 'The Great Big Book of Families'</p> <p>I will explore different materials to mark make with.</p> <p>I will reenact stories/nursery rhymes in the roleplay area.</p>

			<p>Reception children will be learning to:</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - 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 	<p>I will listen to stories – teacher to show children where they are beginning to read on each page – top to bottom, left to right.</p> <p>I will take part in Phase 1 phonics game</p> <p>Little Wandle –Week 6 – see separate planning.</p> <p>I will share books without text 1-1 with an adult.</p> <p>I will look for my name when I self-register</p> <p>I will trace over my name</p> <p>I will use a more consistent tripod grip when I am tracing – use a variety of tracing sheets.</p> <p>I will trace/write my name below my baby picture to add to our class version of 'The Great Big Book of Families'</p> <p>I will begin to mark-make in my play</p>
Maths	Goldilocks and the Three Bears		<p>3-4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3 • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<p>Take children on a number hunt</p> <p>Sing nursery rhymes involving numbers with the children.</p> <p>Play counting games with the children.</p>

			Reception children will be learning to: <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise 	Reception Autumn term Block 3 – It's me 1, 2, 3 Step 1: Find 1, 2 and 3 Step 2: Subitise 1, 2 and 3 Step 3: Represent 1, 2 and 3 Take children on a number hunt
UtW			3-4 year olds will be learning to: <ul style="list-style-type: none"> How to explore my environment using my senses. How to describe myself and my family. How to describe my home and local area. Explore how things work. Continue developing positive attitudes about the differences between people. RE: <ul style="list-style-type: none"> How to talk about what makes me special. How to listen to stories. 	I will spend time getting to know the other children in my class. I will take part in circle times learning about everyone's families and homes. I will continue to learn about season and seasonal changes. I will explore seasonal foods including pumpkins and other root vegetables. I will go on an autumnal scavenger hunt looking for autumn leaves, conkers, pinecones and acorns etc.
			Reception children will be learning to:	

EAD	Big Book of Families	Pretend Real Family Characters Shape Draw Features	3-4 year olds will be learning to: <ul style="list-style-type: none"> • How to play pretend using different objects. • How to listen carefully. • Explore making marks and mixing colours, using a variety of materials- print making. Create closed shapes with continuous lines, and begin to use these shapes to represent people. 	<p>I will sing familiar songs and rhymes I will spend time listening to the views of others. I will spend time working with others. I will draw a picture of me with my family and talk about them to my teacher/friend. I will continue to use my new art technique in my creative exploration. I will engage with roleplay in the home corner, sharing with my friends routines which happen in my home. I.e. bedtimes, meal times, getting ready for school.</p>
			Reception children will be learning to: <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Create collaboratively, sharing ideas, resources and skills. • Make use of props within pretend play. 	<p>I will create a picture of my family and talk about them to my friends, adding details about them. I will learn that families are unique and special by looking at the work of artists and creating a family gallery of my work and my friend's work.</p> <p>I will develop my ability to pretend with objects and explain my ideas. See EAD resources</p> <p>https://www.youtube.com/@adifferentmusician</p>