

<u>Pre School Curriculum</u> <u>Medium Term Plan Autumn 1 - Marvelous me</u>

	1 st September	<u>2</u>	<u>3</u>	4	5	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
		7 th September	14 th September	21st September	28 th September	5 th October	12 th October	19 th October	26 th October
<u>Theme</u>	Settling in/interests	Me and my body	<u>Emotions</u>	<u>Autumn</u>	<u>Families</u>	<u>Harvest/Farmers</u>	Harvest/Farmers	Our Local Area	<u>Halloween</u>
Special events				Fairtrade fortnight	Fairtrade fortnight	Black history month	Recycle week	October 20 th Diwali	Halloween October 31st
<u>special events</u>				Autumn 22 nd September	Tuntrade for tingite	<u>Library week (library visit?)</u>	Necycle week	October 20 Biwaii	nulloween Sciober 313t
						10th October Mental health			
Squiggle/Phonics and V	Week 1 -Olly Murs - Dance	Week 2 -Venga boys	Week 3	Week 4	Week 5	awareness Week 6	Week 7	Week 8 I like to move it	Week 9 olly murs Dance with me
	with me	Week 2 - Verigu boys	Taylor Swift Shake if off	I like to move it	Olly Murs - Dance with	Venga boys we like to party	Taylor swift shake it off	Week of like to move it	Week 9 ony mais bance with me
				Up down and cross cross	me	t engaleeye me mie te par ty			
F	Focus move: Up down	Focus move: side to side	Focus move	with 2 crayons		Focus move: circle			Focus move: criss cross
			Focus move: criss cross		Focus move: wiggle down -		Focus move: up down	Focus move: side to side	
				Focus move:	like an s				
			Voice sounds	The hump		Environmental sounds	Focus move: up down		
E	Environmental sounds	Instrumental sounds	voice sourids		Rhythm and rhyme	Chyll officerial sounds	Todas move, up down		
				Body percussion					
									Body percussion
							Instrumental sounds	Voice sounds	
Number of the week C	Chick: 0	Chick: 1	Chick: 2	Chick: 3	Chick: 0	Chick: 1	Chick: 2	Chick:3	Chick: 0
IVAIIDET OF THE WEEK	CHICK: U	CHICK. 1	CHICK: 2	CHICK: 3	CHICK: U	CHICK: 1	CHICK: 2	CHICK-S	CHICK. U
P	Preschool: 0	Preschool: 1	Preschool: 2	Preschool: 3	Preschool: 4	Preschool: 5	Preschool: 1	Preschool: 2	Preschool: 2
Maths focus S	Shape	Length, weigh, capacity	Numeral and quantity	Subitising 0-5	Number formation	Pattern	Shape	Length, weigh, capacity	Numeral and quantity
	'	3 . 3 . 1 /							' '
Nursery rhymes of the			Head, shoulders, knees and toe	s , finger family, If your happ	by and you know it, autumn leav	ves are falling down, big red combi	ne harvester, old Macdonald, five l	ittle pumpkins (youtube)	
term Focus book ideas	Manuallaua Ma Olivania Vasatah	alag. The little god han Deem en	the Dreem Winnie the Witte						
rocus book ideas //	marvellous Me, Oliver's Vegetat	oles, The little red hen, Room on	The Broom, Winnie the Witch						

Focus Learning Intentions linked to Areas of Learning for this term - Birth - 3

		1				1
Communication and Language	Physical Development	<u>PSED</u>	<u>Mathematics</u>	<u>Literacy</u>	Understanding the World	Expressive Arts and Design
 Understand simple instructions Recognise and point to objects if asked about them. Identify familiar objects and properties for practitioners when they are described Develop pretend play: putting the babies to sleep or driving the car to the shops. Start to develop conversation jumping from topic to topic. Start to say how they are feeling words as well Understand frequently used words Make themselves understood and become frustrated when they cannot Understand simple questions about who, what, where(generally not why) Understand and act on longer sentences Use the speech sounds p,b,m,w Pronounce I,r,w,y Use multisyllabic words such as banana. Listen to simple stories and understand what is happening Enjoy singing, music and toys that make sounds 	Walk, run, jump and climb, spin and roll and start to use the stairs independently Sit on a push along wheeled toy Use a scooter or ride a tricycle Use gross motor skills to things independently Use fine motor skills to do things independently - buttons, zips and pour drinks Clap and stamp to music Fit themselves into spaces like tunnels, dens and large boxes Enjoy starting to kick, throw and catch balls Build independently with a range of resources Show an increasing desire to be independent such as wanting to feed themselves and dress or undress. Start to eat independently and learn how to use a knife and fork Develop manipulation and control Explore different materials and tools	 Feel strong enough to exprenance of emotions Develop friendships with ot children Play with increasing confide on their own and with other children Begin to show effortful confor example waiting for a transfer and resisting the strong implies to grab what they want or their way to the front. Be increasingly able to talk and manage their emotions. Express preferences and decisions. They also try new things and start to establis autonomy Find ways of managing transfer feel confident when taken and about in the local neighbourhood Learn to use the toilet with Notice and ask questions abdifferences such as skin contypes of hair, gender, specineeds, disabilities 	rhymes React in changes to changes in a group of up to 3 items Develop counting like behaviour such as making sounds, pointing or saying some numbers if sequence Count in everyday contexts, sometimes skipping numbers. Build with a range of resources Climb and squeeze themselves into different types of spaces Complete inset puzzles Compare amounts saying lots, more or same Compare sizes, weights using gesture and language Notice patterns and begin to arrange in patterns Explore NUMERALS 0-3 -	 Enjoy sharing books with an adult Has favourite books and seeks them out to share Develop play around favourite stories using props Ask questions about the book. Makes comments and shares their ideas Enjoys songs and rhymes, tuning in and paying attention Repeat words and phrases from familiar stories Joins in with songs and rhymes copying rhythms, tunes and tempo Enjoy drawing freely Add some marks to their drawings which they give meaning to Notice some print such as the first letter of their name Make marks to represent their name Repeat words and phrases from familiar stories 	Enjoys stories about people and nature Interested in photographs of themselves In pretend play, imitates everyday actions and events from own family and cultural background Make connections between the features of their family and other families Notice differences between people	 Notices and become interested in the transformative effect of their action on materials and resources Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Start to make marks intentionally Notice patterns with strong contrasts and be attracted by patterns resembling the human face Make simple models which express their ideas Explore a range of sound-makers and instruments and play them in different ways Enjoy and take part in action songs Express ideas and feelings through making marks and sometimes give meaning to marks Start to develop pretend play use their imagination to consider what they can do with different materials. Move and dance to music Anticipate phrase and actions in rhymes

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Focus Learning Intentions linked to Areas of Learning for this term -3-4 years

Communication and Language	<u>Physical Development</u>	<u>PSED</u>	<u>Mathematics</u>	<u>Literacy</u>	<u>Understanding the World</u>	Expressive Arts and Design
Begin To listen to longer stories Retell familiar nursery rhymes Understand one part questions and instructions Begin to use longer sentences Begin to talk about familiar and favourite books Begin to develop attention to work towards paying attention to more than one thing at a time Begin to develop a wider vocabulary Develop pronunciation Begin to start conversations with adults and friends. Begin to use talk organise themselves	Move their body in different ways during games and music Gain confidence in going up stairs and climbing and begin to use alternate feet. Develop balance, ball skills and confidence in using ride on toys Experiment with one handed tools such as scissors to develop fine motor skills Begin to experiment with which hand may be the dominant hand they choose. Continue to develop independence with buttons, zips and pouring in cups	Follow a one step instruction Begin to follow rules Begin to take turns Talk about themselves Start to understand feelings Play with a child and contribute to play Select and use activities with help when needed Become more familiar with unfamiliar people in the safe context of their setting Begin to develop independence in self care Begin to make healthy choices about food, drink and Activity	Recognition of up to 3 objects Count accurately to 3 Recite numbers in order to 10 Explore numerals 0-5 Compare quantity using more, less Explore simple 2d shapes - circle, triangle, square, rectangle Begin to compare size, length, weight and capacity Begin to explore simple patterns such as stripes, spots etc Begin to use positional language	Joins in with repeated refrains from familiar stories Can draw a straight line Explore a range of different style stories Make their own makes to represent their names Notice some print such as their name or some letters from their name Join in with songs and rhymes Ask questions about the book Develop play around stories Enjoy sharing books with an adult Has favourite books and seeks them out to share	Talk about their immediate family and their role in the family Begin to understand their family celebrations Explore changes in autumn Looks around with interest in the room, garden and local area for things of interest. Begin to make sense of their own life story and family's history Continue to develop positive attitudes about the differences between people.	Take part in present play, using an object to represent something else even though they are not similar Begin to develop stories using small world equipment Begin to develop imaginative small worlds using blocks and construction Explore a range of different materials and begin to think of their own ideas of how to use them Experiment with how to join materials Give meaning to marks and begin to use shapes to represent things Begi to explore mixing primary colours Sing a range of nursery thymes Explore a range of sound-makers and instruments and play them in different ways Move to the music with increasing awareness of rhythm and tempo



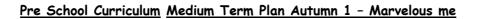
w/c 1 st September Theme	Book	Learning Opportunities	2-3 -Year-olds will be Learning to	3-4 year old will be learning to	Maths Focus	Early Phonics
		(Implementation)	(Intent):	(intent)		
Meek one 1 Settling in - interests	Marvelous me Starting nursery books All about me	Introduce golden rules Introduce sunshine person Introduce name cards Introduce pre school and chick circle time routines Use information on children's interests to plan activities in room Side garden - Home corner/babies/pushchairs	C+L Understand simple instructions Recognise and point to objects if asked about them. Understand frequently used words Understand simple questions about who, what, where(generally not why) Understand and act on longer sentences Use the speech sounds p,b,m,w Pronounce I,r,w,y Use multisyllabic words such as banana. PSED Develop friendships with other children Play with increasing confidence on their own and with other children Express preferences and decisions. They also try new things and start to establish autonomy Find ways of managing transition Maths Explore numerals 0-3 Develop counting like behaviour such as making sounds, pointing or saying some numbers if sequence Take part in number rhymes and finger rhymes Lit Enjoy sharing books with an adult Has favourite books and seeks them out to share	C+L • Understand one part questions and instructions • Begin to use longer sentences • Begin to talk about familiar and favourite books • Begin to develop a wider vocabulary • Develop pronunciation • Begin to start conversations with adults and friends. • Begin to use talk organise themselves PSED • Follow a one step instruction • Begin to follow rules • Talk about themselves • Start to understand feelings • Play with a child and contribute to play • Select and use activities with help when needed • Become more familiar with unfamiliar people in the safe context of their setting Maths • Explore numerals 0-5 • Recite numbers in order to 10 • Take part in number rhymes and finger rhymes Lit • Make their own marks to represent their names • Notice some print such as their name or some letters from their name • Enjoy sharing books with an adult • Has favourite books and seeks them out to share • Explore a range of different style stories	Number of the week Chicks: 0 Explore NUMERALS 0-3 Pre-School: 0 • Explore numerals 0-5 Maths area focus - 2d and 3d shapes 2-3 year olds Build with a range of resources. 3-4 year olds 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.	Week 1-Olly Murs - Dance with me 2-3 years • Move and dance to music 3-4 years • Move to the music with increasing awareness of rhythm and tempo • Can draw a straight line Focus move for Preschoolers: Up dow Environmental sounds Listening walks Sounds stories Listening games Animal sounds Household sounds



Week 2	Theme	Book	Learning Opportunities	2-3 -Year-olds will be Learning to	3-4 year old will be learning to	Maths Focus	Early Phonics
WEEK Z	THEME	DOOK	(Implementation)	(Intent):	(intent)	Marris rocus	Edity i nonics
		Marvelous me	Continue to discuss our	C+L	,	Number of the week	
8 th September		Marvelous me	golden rules and begin	Understand simple instructions	Understand one part questions and	Chicks: 1	ļ
	Me and	Starting nursery books	to explore new	Recognise and point to objects if	instructions	Explore NUMERALS 0-3	
	my body		routines	asked about them.	Begin to use longer sentences		
	my body	All about me	Introduce book bags	Understand frequently used words	Begin to talk about familiar and	Pre-School: 1	Week 2 -Venga boys
			to preschool routine	 Understand simple questions about who, what, where(generally not why) 	favourite books Begin to develop a wider vocabulary	Explore numerals 0-5	Focus move: side to side
			Draw around the	Understand and act on longer	Develop pronunciation		
			children's bodies	sentences	 Begin to start conversations with adults 	Length, weight, measure, capacity	
			 Play games/songs 	Use the speech sounds p,b,m,w	and friends. • Begin to use talk organise themselves	Maths	2-3 years
			linked to body parts	Pronounce l,r,w,y Use multisyllabic words such as	Begin to use talk organise themselves	2-3 year olds	Move and dance to music
			Explore similarities	banana.		Compare sizes, weights etc. using gesture	
			and differences		PSED	and language - 'bigger/ little/smaller',	3-4 years
			between us and our friends - hair colour.	PSED Sounday (riverdaking with a three	Follow a one step instruction	'high/low', 'tall', 'heavy'.	 Move to the music with increasing awareness of
			eye colour, height etc	 Develop friendships with other children 	Begin to follow rules Talk about themselves	3-4 year olds	rhythm and tempo
			Compare children's	Play with increasing confidence on	Start to understand feelings	Make comparisons between objects relating	 Can draw a straight line
			height at group time -	their own and with other children	Play with a child and contribute to play	to size, length, weight and capacity.	
			order them	 Express preferences and decisions. 	Select and use activities with help when		Focus move for Preschoolers: Up down
			 Activities linked to 	They also try new things and start to	needed		
			senses	establish autonomy • Find ways of managing transition	Become more familiar with unfamiliar people in the safe context of their		<u>Instrumental</u> sounds
			Diverse books -	Notice and ask questions about	setting		Explore isnturment names and sounds
			ethnicity	differences, such as skin colour,	Serring		Experiment with loud and quite, fast and slow
			Self portraits using	types of hair, gender, special needs	Lit		Guess the instrument
			different materials and use photos of the	and disabilities	Make their own makes to represent		Nursery rhymes/stories with
			children and mirrors to	Marka	 their names Notice some print such as their name or 		instruments
			inspire	Maths • Explore numerals 0-3	some letters from their name		
			Hairdressing role play	Develop counting like behaviour such	 Enjoy sharing books with an adult 		2-3 years
			Discuss personal	as making sounds, pointing or saying	Has favourite books and seeks them out		Join in with songs and rhymes,
			hygiene	some numbers if sequence	to share Explore a range of different style		making some sounds.
			Hand print	 Take part in number rhymes and finger rhymes 	stories		 Make rhythmical and repetitive sounds.
			painting/finger		UTW		· Explore a range of sound-makers
			painting	Lit	Use all their senses in hands-on exploration of natural materials. • Explore collections of		and instruments and play them in
			Small world people in construction area	Enjoy sharing books with an adult Has favourite books and seeks them	materials with similar and/or different		different ways.
			construction area	out to share	properties. • Talk about what they see, using		3-4 years
					a wide vocabulary.		Play instruments with increasing
				UTW	EAD		control to express their feelings and ideas.
				 Notice differences between people. 	Create closed shapes with continuous		ideas.
				EAD	lines, and begin to use these shapes to		
				 Notice patterns with strong 	represent objects		
				contrasts and be attracted by	Draw with increasing complexity and detail, such as representing a face with		
				patterns resembling the human face. • Start to make marks intentionally.	a circle and including details.		
				Explore paint, using fingers and other	Show different emotions in their		
				parts of their bodies as well as	drawings and paintings, like happiness,		
				brushes and other tools.	sadness, fear etc. Take part in simple pretend play, using		
				 Express ideas and feelings through making marks, and sometimes give a 	an object to represent something else		
				meaning to the marks they make.	even though they are not similar.		
				Explore different materials, using all	Begin to develop complex stories using small would assume tike animal sats.		
				their senses to investigate them.	small world equipment like animal sets, dolls and dolls houses etc.		
				Manipulate and play with different materials	PD PD		
					· Skip, hop, stand on one leg and hold a pose for a		
				PD	game like musical statues.		
				Walk, run, jump and climb - and start to use the			
	1	<u> </u>	l	stairs independently.	l	l	<u> </u>



Week 3 Ther	eme Book	Learning Opportunities	2-3 -Year-olds will be Learning to	3-4 year old will be learning to	Maths Focus	Early Phonics
		(Implementation)	(Intent):	(intent)		
Em.	Colour monster books Emotion books	Continue to discuss our golden rules and routines Play games with the children showing different emotions using your body or facial expressions and ask children to guess the emotion. As children become more confident with this game, they could be the ones to show the emotion for their friends to try and guess. Allow children plenty of time for active play, such as running, climbing, riding bikes and obstacle courses so that children can let off steam and explore their emotions. Can they explain how it makes them feel? Play some music and, when the music stops, the children have to freeze in their position until the music starts again. You could give the children a different emotion to show when they freeze Print out emotion photos and ask children to identify the emotions in the different photos Explore picture books to talk about how characters are feeling and encourage children to talk about why they think that Provide mirrors and challenge children to explore emotions and provide mark making materials so they can represent emotions on their drawings Provide a range of instruments and	C+L Understand simple instructions Recognise and point to objects if asked about them. Understand frequently used words Understand simple questions about who, what, where(generally not why) Understand and act on longer sentences Use the speech sounds p.b.m.,w Pronounce I.r.w.y Use multisyllabic words such as banana. PSED Develop friendships with other children Play with increasing confidence on their own and with other children Express preferences and decisions. They also try new things and start to establish autonomy Find ways of managing transition Feel strong enough to express a range of emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because" or "I love it when". Maths Explore numerals 0-3 Develop counting like behaviour such as making sounds, pointing or saying some numbers if sequence Take part in number rhymes and finger rhymes Lit Enjoy sharing books with an adult Has favourite books and seeks them out to share Sing songs and say rhymes independently, for a yearnels discipate whilst shaving	C+L Understand one part questions and instructions Begin to use longer sentences Begin to alk about familiar and favourite books Begin to develop a wider vocabulary Develop pronunciation Begin to start conversations with adults and friends. Begin to to talk organise themselves PSED Begin to follow rules Talk about themselves Talk about themselves Start to understand feelings Play with a child and contribute to play Select and use activities with help when needed Understand gradually how others might be feeling. Lit Make their own makes to represent their names Notice some print such as their name or some letters from their name Enjoy sharing books with an adult Has favourite books and seeks them out to share Explore a range of different style stories UTW 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. EAD 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. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. 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. Respond emotionally and physically to music when it changes. PD Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Number of the week Chicks: 2 Explore NUMERALS 0-3 Pre-School: 2	Week 3 Taylor Swift Shake if off Focus move: criss cross Voice sounds 2-3 years





Complementation Complement	Mode 4	Thoma	Dools	Learning Opportunities	2.2 Veen alde will be I comine to	2 4 year ald will be learning to (intent)	Maths Focus	Contr. Dhaniag
Authors below 1 Authors below 1 Learn a fund management of the control of the c	Week 4	Theme	Book	Learning Opportunities	2-3 - Year-olds will be Learning to	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
Authority Annual holds I. Lam authority project Description for the control of authority or control of the control of authority or control of the control of authority or control of the control of the control of authority or control o			<u> </u>		•			
Authority Authority Learn adjustment contracting rygress Explore bodies related in adjustment of suggestions and fit troy with all fromt signs of authorise of explores and phase of authorise of explores and phase of authorise of explores and phase of authority one and the policy deployers are Authority one and the policy or any of explores and phase of authorise of explores and phase explores and phase of explores and phase explores			Season books	Autumn walk in local area			1	Work 4
Captive found in states of my miles		Autumn	Autumn books					
Express former is designed and set in some presentation and set in some pr	First day of Autumn 22 nd Sentember		Autumin books	Learn autumn nursery rhymes			Explore NOMERALS 0-3	
Set upon investigación for definir una del passagente de la composition de la constitución de la consti	11131 day of Maranin EL Copromoci						Pre-School : 3	
Set up an investigation that frey with different aging of anthem a, concern, juveral as all concerns of anthem and	Fair trade fortnight			Explore books related to autumn and		1	Explore numerals 0-5	,
* Set up on investigation strift free signed of unitime of carbon strip free signed of unitime of unitime of unitime strip free signed of units and strip free signed				seasons	 Understand and act on longer sentences 	 Begin to develop a wider vocabulary 		Focus move:
with different along of durations of countries, located and countries with only personal and discountries. It is along the personal and the pe						1 ''	Maths focus table	The hump
I Level or photor of authors and adverted may be provided by the photor of authors and adverted may be provided by the photor of authors and adverted may be provided by the photor of authors and adverted may be provided by the photor of authors and adverted may be provided by the photor of authors and adverted may be provided by the photor of a photor of a photor of a photor of the photor of a phot						1		
Leaker photons of adminish and discuss what you see and how we feel - Make heddythogs samp phycogan/cloy - Provide a range of leaves of differences and sizes, eleng with automatic allowing phycogan/cloy - Provide a range of leaves of differences and sizes, eleng with automatic allowing phycogan/cloy - Provide a range of leaves of differences and sizes, eleng with automatic allowing phycogan/cloy - Provide crafter, some discaps plants. Allow the paper of leaves of differences and sizes, eleng with automatic allowing phycogan plants and print help post rear on the paper Provide crafter, some discaps plants. Allow the paper of leaves of difference and the paper is a difference of the paper at the bortion. The difference related to the paper at the bortion. The difference related to the paper at the bortion. The difference related the paper at the bortion. The difference related to the paper at the bortion that of the paper at the bortion to the convey and the paper at the bortion to the difference and the paper at the bortion to the difference and the paper at the bortion of the paper at the bortion to the difference and the paper at the bortion to the difference and the paper at the bortion to the convey at the difference and the paper at the bortion to the convey at the difference and the paper at the bortion to the convey at the difference and the paper at the bortion to the convey at the difference and the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion to the convey at the paper at the bortion th				1	,	** ******	Maths area focus - subitising 0-5	Dady managing
Look of photors of authernoonal discoses what you are see on the how the feel - Make hadpelings using physical numbers of the photors in maps of lacense of different shapes and sizes, along with authernoonal part of the photors in maps of lacense of different shapes and sizes, along with authernoonal part of the photors in maps of lacense of different shapes and sizes, along with authernoonal part of the photors in the paper. - Provide canders, some distinguishment to relif controls of the photor in the distinguishment to relif controls of the photors in the distinguishment of the children to fall doors how the colour of the paper at the paper a				conkers, leaves	· ·	Begin to use talk organise themselves	2-3 year olds	Body percussion
Look of photod or durburn and discuss what you see can be well by the can be all the control of the part of t						PSFD	•	
silicious with ty ou see and how we fixed **Malle hadgebogs using playdough/clay** **Provide a rouge of ficeness of different shapes and silices, dring playdough/clay** **Provide a rouge of ficeness of different shapes and silices, dring the fire the children or dig the benows mit the pale and out prime their patients and silices, dring and silices				I ·				2-3 years
Make hedgehags using phydoghyfulcy of provided a range of leaves of different altered as a growing of leaves of different altered as a growing of leaves of different altered as a growing part of the holders of the pith leaves into the point one pith their part mone to the course of the point on the charge and secure point to be the part of the point one pith their part mone to the point one pith their part mone to the point one pith the part of the point one pith their part mone to the course of the point on the part of the point one pith their part mone to the course of the point of the part of the par				discuss what you see and how we	 Express preferences and decisions. They 	Play with a child and contribute to play	· ·	Move and dance to music
Make help-logically clay playdophyl clay provide a range of leaves of different stapes and sizes, along with antimar-clotexed points. Allow the putt of an internal point of the putt of an internal point of the putt of t				feel	also try new things and start to establish	 Select and use activities with help when 	•	
splaydough/clay Provide a rouge of leavest of different shapes and sizes, large with a characteristic part of the foreign parts. Allow that children to dip the foreign parts and the point and part this protrate on to the popur. Provide contexts, some diversippes on depring and excorage the children to roll the different colour point in the dramppe and eart the bottom. Put different colour point in the dramppe and eart the children to roll the foreign part of the bottom. Put different colour points in the dramppe and eart the children to roll. Provide context down the pipe on to paper at the bottom. Put different colour points in the dramppe and eart the children to roll. Provide a selection of naturanel leaves and another the children to roll. But bottom that different species are selected in the pipe on the paper at the bottom. Put different colour points in the dramppe and eart the children to roll. But bottom that the pipe on the paper at the bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom that the pipe on the paper at the children to roll. But bottom the pipe at the pipe and the					autonomy	needed		*
Provide contents, and one of the company of the contents of th					 Notice and ask questions about 	Lit		
Provide a range of lease, and size, diarge of different planes and size, diarge the fire that potential poly and provide confers, some drainples and poly a				1		· ·	individually (subitising).	increasing awareness of
sifferent shapes and sizes, along with autura-closer points. Allow the children to dip the leaves into the paper. Provide conkers, some druinpipes and paper Put point in the druinpipe and encourage the children to relate the chi				1				Can draw a straight line
with autumn-coloured points. Allow the children to dip the lowes to the paint and print Their partners to the paint and print Their partners to the page. Provide coakers, some drampipes and encourage the children to roll conkers down the pipe on to page and say the pipe and encourage the children to roll conkers down the pipe on to page at the bottom. Put different colour paints in the drampine and sets the children to talk chosen the children to talk chosen the children to talk chosen the children to roll conkers down the children to roll k chosen the third page at the children to roll k chosen the third page at the children to roll children to roll k chosen the third page at the children to roll children to roll k chosen the third page at the children to roll children to rol						'		- an are a sitt angitt title
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				Provide leaves, googly eyes and pens.				
Children can make their own leat				Children can make their own leaf				
person								



Week 5 Theme	Book	Learning Opportunities	2-3 -Year-olds will be Learning to	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
Theme	DOOK	(Implementation)	(Intent):	o . your old will be learning to (intent)	Marrio I ocus	24.17 1 1011100
Family Fairtrade fortnight	Revisit all about me book Different types of families	 Invite families to share a photo to update family boards Invite families to share a photo of their home to discuss and use for mark making Use family photos on mark making table to children to draw their families Dolls house for small world play Construction area - have photos of different types of houses Look at pictures of different families what is the same and different. Baby role play Compare size of families Think about they have changed -look at baby pictures Sing finger family song 	Recognise and point to objects if asked about them. Understand frequently used words Understand simple questions about who, what, where(generally not why) Understand and act on longer sentences Use the speech sounds p,b,m,w Pronounce I,r,w,y Use multisyllabic words such as banana. Listen to simple stories and understand what is happening, with the help of the pictures. PSED Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Lit Enjoy sharing books with an adult Has favourite books and seeks them out to share Sing songs and say rhymes independently, for example, singing whilst playing. UTW Make connections between the features of their family and other families. Notice differences between people. EAD Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Understand one part questions and instructions Begin to use longer sentences Begin to talk about familiar and favourite books Begin to develop a wider vocabulary Develop pronunciation Begin to start conversations with adults and friends. Begin to use talk organise themselves PSED Start to understand feelings Play with a child and contribute to play Select and use activities with help when needed Lit Make their own makes to represent their names Notice some print such as their name or some letters from their name Enjoy sharing books with an adult Has favourite books and seeks them out to share Explore a range of different style stories UTW Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Talk about the concept of growing up Talk about their immediate family and their role in the family Begin to understand their family celebrations EAD 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. 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	Number of the week Chicks: 0 Explore NUMERALS 0-3 Pre-School: 4	Week 5 Olly Murs - Dance with me Focus move: wiggle down - like an s Rhythm and rhyme - Share rhyming books - Share rhyming songs - Bag with rhyming objects - Rhyming soup - Copy the rhythm - Odd one out 2- 3 year - Enjoy sharing books with an adult Pay attention and respond to the pictures or the words - Repeat words and phrases from familiar stories Ask questions about the book Makes comments and shares their own ideas. 3-4 years suggest rhymes count or clap syllables in a word



Week 6 and 7	Theme	Book	Learning Opportunities	2-3 -Year-olds will be Learning to	3-4 year old will be learning to	Maths Focus	Early Phonics
week o and /	Mente	DUUK		1	, ,	MUTTIS FOCUS	Larry Friorites
			(Implementation)	(Intent):	(intent)		W 12
6 and 13 th OCTOBER	Harvest/Farming	Harvest books	Farm shop role play in side garden	• Recognise and point to objects if	Understand one part questions and	Week 6	Week 6 Venga boys we like to party
	riar ves i/ r ar ming	Farming books	with seasonal veg in	asked about them. • Understand frequently used words	instructions • Begin to use longer sentences	Number of the week	Focus move: circle
Fairtrade fortnight		Little red hen	Walk to farm shop in town	Understand simple questions about	Begin to talk about familiar and favourite	Chicks: 1	T dead move, en ele
			Farm animal small world play	who, what, where(generally not why)	books	Explore NUMERALS 0-3	
Black history month		Pumpkin soup	 Fill a tray with soil, tractors, role-play fruits and vegetables 	Understand and act on longer	Begin to develop a wider vocabulary	0 61 1.5	Environmental sounds
10th October Mental health awareness		The enormous	and small world animals. Invite	sentences Use the speech sounds p,b,m,w	Develop pronunciation Begin to start conversations with adults	Pre-School : 5 • Explore numerals 0-5	
		turnip	the children to create their own	Pronounce I,r,w,y	and friends.	Explore hamer als 6 6	
Recycle week			stories about harvest.	 Use multisyllabic words such as banana. 	 Begin to use talk organise themselves 	Maths focus table	
Recycle week			Make soup with the children using	Listen to simple stories and	DCEP	Matha and Casas DATTERN	Week 7
			seasonal vegetables	understand what is happening, with the help of the pictures.	PSED Start to understand feelings	Maths area focus PATTERN	Taylor swift shake it off
			 Display photo of harvest and farm 	PSED PSED	Play with a child and contribute to play		
			machinery	 Notice and ask questions about 	Select and use activities with help when	3-4 year olds	Focus move: up down
			Hide some vegetables in a large	differences, such as skin colour, types	needed	Niedian makanina and as 11.1	
			activity tray filled with soil.	of hair, gender, special needs and disabilities, and so on.	Lit	Notice patterns and arrange things in patterns.	Focus move: up down
			Invite children to harvest the vegetables and explore vocabulary	Lit	Make their own makes to represent their names		. 1340 More. ap down
			to describe them, such as 'leafy',	Enjoy sharing books with an adult	Notice some print such as their name or		Instrumental sounds
			'rough' and	 Has favourite books and seeks them 	some letters from their name		
			Create a large space on the	out to share	Enjoy sharing books with an adult Has favourite books and seeks them out to		
			ground or in a large activity tray	 Sing songs and say rhymes independently, for example, singing 	Has tavourite books and seeks them out to share		
			and fill with soil, natural	whilst playing.	Explore a range of different style stories		
			materials, tractors and add these	UTW	UTW	Week 7	
			Scarecrow Stick Puppets for the	 Explore natural materials, indoors and outside. 	 Show interest in different occupations. Plant seeds and care for growing plants. 	Number of the week	
			children to create and role-play	Explore and respond to different	 Understand the key features of the life 	Chicks: 2	
			their own harvest farm.	natural phenomena in their setting and	cycle of a plant and an animal.	Explore numerals 0-3	
			Donate to the salvation army Offen description up slather guelt	on trips.	Begin to understand the need to respect		
			 Offer dressing-up clothes, such as boots and hats, Invite children 	 EAD Start to make marks intentionally. 	and care for the natural environment and all living things.	Pre School	
			to dress up as farmers	Explore paint, using fingers and other	EAD		
			Play a circle time game. Pass	parts of their bodies as well as	 Create closed shapes with continuous lines, 	Numeral O	
			around a basket of a variety of	brushes and other tools.	and begin to use these shapes to	Maths Are focus table	
			harvest fruits and vegetables and	 Express ideas and feelings through making marks, and sometimes give a 	represent objects • Draw with increasing complexity and	Maria Are recas rabie	
			invite the children to choose a	meaning to the marks they make.	detail, such as representing a face with a	SHAPE	
			fruit or vegetable that they like	 Enjoy and take part in action songs, 	circle and including details.	2-3 year olds	
			and talk about why they like it.	such as 'Twinkle, Twinkle Little Star'.	Take part in simple pretend play, using an phicat to represent semathing also even	Build with a range of resources.	
			Can they find out about their friends' favourite fruit or	Start to develop pretend play, pretending that one object represents	object to represent something else even though they are not similar.		
			vegetable? Encourage	another. For example, a child holds a	 Begin to develop complex stories using 	3-4 year olds	
			regerable: Encourage	wooden block to her ear and pretends	small world equipment like animal sets,	Select shapes appropriately: flat surfaces for building, a triangular	
			Grow cress to begin to	it's a phone	dolls and dolls houses etc	prism for a roof etc. · Combine	
			understand the life cycle of	Explore different materials, using all	PD	shapes to make new ones - an arch,	
			plants - talk about the life cycles	their senses to investigate them.	 Use a comfortable grip with good control 	a bigger triangle etc.	
			of some crops	Manipulate and play with different materials.	when holding pens and pencils.		
				Use their imagination as they consider	 Show a preference for a dominant hand. Choose the right resources to carry out 		
				what they can do with different	their own plan. For example, choosing a		
				materials.	spade to enlarge a small hole they dug with		
				 Make simple models which express their ideas 	a trowel.		
				ineir ideas	 Collaborate with others to manage large items, such as moving a long plank safely, 		
				PD	carrying large hollow blocks.		
				•			



Week 8	Theme	Book	Learning Opportunities	2-3 -Year-olds will be Learning to	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
			(Implementation)	(Intent):	, , , , , , , , , , , , , , , , , , , ,		,
		Look at maps	(Zinpromontarion)	C+L	<u>C+L</u>		
20 th October	Our local area	Visit the local	 Walks in our local area Talk about where we live Set up an interest table with map 	Recognise and point to objects if asked about them. Understand frequently used words Understand simple questions about who,	Understand one part questions and instructions Begin to use longer sentences Begin to talk about familiar and favourite	Week 8 Number of the week Chicks: 3	Week 8 I like to move it
Diwali - 20 th October - colour mixing, rangoli patterns , explore videos/books abour diwali	<u> </u>	Books about different places	of the local area, magnifine glasses etc • Link with the globe and where the	what, where(generally not why) Understand and act on longer sentences Use the speech sounds p,b,m,w	books Begin to develop a wider vocabulary Develop pronunciation	Explore numerals 0-3	Focus move: side to side
. .			 Link with the globe and where the UK is Encourage children to draw their own maps. Small world play linked with things in our local area - shops, schools, park etc Put photos of our local area in provision and in construction area Find out what children know about what is near their house, what they see on their way to nursery Lego - build things in our local area Draw things in our local area Link to safety - crossing the road etc Put photos of local area on building blocks for children to use in small world play Draw large scale map outside and encourage children to drive around on trikes, walk around. Junk model things in our local community - adult to support and pictures to inspire Print out logos of things in our local area such as the shepton mallet sign, tesco sign, greggs, nursery eyc and challenge children to use positional language when thinking about where things are 	1	 Develop pronunciation Begin to start conversations with adults and friends. Begin to use talk organise themselves Use a wider range of vocabulary. PSED 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 Increasingly follow rules, understanding why they are important. Make their own makes to represent their names Notice some print such as their name or some letters from their name Enjoy sharing books with an adult Has favourite books and seeks them out to share Explore a range of different style stories Understand the five key concepts about print: - print has meaning - print can have different purposes Maths Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. 	Pre School Numeral 1 Maths Are focus table Length, weight, measure, capacity Maths 2-3 year olds Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. 3-4 year olds Make comparisons between objects relating to size, length, weight and capacity.	Voice sounds Mouth movements Whose voice Different sounds, pitches, tempos, tones Sing songs Animals sounds Make up own sounds 2-3 years Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. 3-4 years Listen with increased attention to sounds. 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
				Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	 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 		
					PD		



Week 9	Theme	Book	Learning Opportunities	2-3 -Year-olds will be Learning to	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. 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. 3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
Week 3	Theme	BOOK		1	3-4 year old will be real filing to (intent)	Maris rocus	Lai ly Fhonics
		Room on the	(Implementation)	(Intent):	<u>C+L</u>		
	Hallamaan	broom	Talk about Halloween - what do the	Recognise and point to objects if asked	Understand one part questions and	Week 8	Week 9 olly murs Dance with me
27 th October	<u>Halloween</u>		children do to celebrate	about them.	instructions		·
Half term			 Talk about safety and respecting 	 Understand frequently used words Understand simple questions about who, 	Begin to use longer sentences Begin to talk about familiar and favourite	Number of the week Chicks: 0	Focus move: criss cross
Tall Tollin			beliefs	what, where (generally not why)	books	Explore numerals 0-3	Todas Moves et las et ess
Hayley off			Potion mixing activity	Understand and act on longer sentences	Begin to develop a wider vocabulary		
BD in 3 days			 Exploring hammering into pumpkins Exploring texture of pumpkins, 	 Use the speech sounds p,b,m,w Pronounce I,r,w,y 	Develop pronunciation Begin to start conversations with adults and	Pre School	Bosy Percussion explore body percussion through
			compare sizes etc	Use multisyllabic words such as banana.	friends.		activities using clapping, stamping and
Halloween 31 st October			 Halloween themed dressing up 	 Listen to simple stories and understand what is happening, with the help of the 	Begin to use talk organise themselves Use a wider range of vocabulary.	Numeral 2	clicking fingers.
Halloween 31 October			Face painting	pictures.	Ose a wider range of vocabulary.	Maths focus table	Play games such as 'Pass a Clap' and
			 Halloween themed mark making with different materials such as paint, 	PSED	PSED		'Copy the Sound'.
			collage, drawing etc	 Notice and ask questions about differences, 	Develop their sense of responsibility and membership of a community.	Numeral and quantity 2-3 years	2-3 years Join in with songs and rhymes.
			Emotion cards and pumpkin	Lit	 Become more outgoing with unfamiliar people, 	Take part in finger rhymes with	making some sounds.
			laminated shapes - draw different	Enjoy sharing books with an adult	in the safe context of their setting.	numbers. • React to changes of	Make rhythmical and repetitive
			emotions on pumpkin faces	Has favourite books and seeks them out to share	Show more confidence in new social situations	amount in a group of up to three items	sounds.
			 Halloween themed biscuit making Orange playdough and googly eyes 	Notice some print, such as the first	Increasingly follow rules, understanding why		
			and loose parts - make pumpkins	letter of their name, a bus or door	they are important.	3-4 yearsKnow that the last number	3-4 years Listen with increased attention to
			Provide beanbags along with a large	number, or a familiar logo UTW	Make their own makes to represent their	reached when counting a	sounds.
			cauldron or bucket. Invite children	Explore natural materials, indoors and	names	small set of objects tells	Remember and sing entire songs.
			to practise their throwing skills as	 outside. Explore and respond to different natural 	Notice some print such as their name or some letters from their name	you how many there are in total ('cardinal principle')	Create their own songs or improvise
			they see how many beanbags they can throw into the cauldron,	phenomena in their setting and on trips.	Enjoy sharing books with an adult	Show 'finger numbers' up	a song around one they know
			Theme homecorner with halloween	EAD	Has favourite books and seeks them out to	to 5.	
			party accessories	Start to make marks intentionally. Explore paint, using fingers and other	share • Explore a range of different style stories	 Link numerals and amounts: for example, showing the 	
				parts of their bodies as well as brushes	Understand the five key concepts about	right number of objects to	
				and other tools. • Express ideas and feelings through	print: - print has meaning - print can have different purposes	match the numeral, up to	
				making marks, and sometimes give a	uniterenti pui poses	3 .	
				meaning to the marks they make.	Maths		
				Start to develop pretend play, pretending that one object represents	 Describe a familiar route. Discuss routes and locations, using words like 		
				another. For example, a child holds a	'in front of' and 'behind'.		
				wooden block to her ear and pretends it's	Begin to understand their family celebrations		
				a phone	EAD		
				 Explore different materials, using all their senses to investigate them. 	Create closed shapes with continuous lines, and begin to use these shapes to appropriate the same shapes and appropriate the same shapes are shapes and shapes are shapes and appropriate the same shapes are shapes an		
				Manipulate and play with different	and begin to use these shapes to represent objects		
				materials.	 Draw with increasing complexity and detail, 		
				 Use their imagination as they consider what they can do with different 	such as representing a face with a circle and including details.		
				materials.	Take part in simple pretend play, using an		
				Make simple models which express their	object to represent something else even		
				ideas • In pretend play, imitates everyday	though they are not similar. Begin to develop complex stories using small		
				actions and events from own family and	world equipment like animal sets, dolls and		
				cultural background	dolls houses etc		
				•	PD		
				PD	Use a comfortable grip with good control		
				Gradually gain control of their whole	when holding pens and pencils. Show a preference for a dominant hand.		
				body through continual practice of large movements, such as waving, kicking,	 Show a preference for a dominant hand. Choose the right resources to carry out their 		
				rolling, crawling and walking.	own plan. For example, choosing a spade to		
		<u> </u>	<u> </u>		enlarge a small hole they dug with a trowel.		

First Steps Ruhvags for should		Pre School Cu	rriculum Med	ium Term Plan Autumi	n 1 – Marv	relous me		
						Collaborate with others to ma	inage large	

PLANT SECULAR			
		 Collaborate with others to manage large 	
		items, such as moving a long plank safely,	
		carrying large hollow blocks.	