Pre School Curriculum Medium Term Plan Autumn 1 – Marvelous me

Week	1 1st September	2 7th September	3 14th September	4 21st September	5 28th September	6 5th October	7 12th October	8 19th October	9 26th October
Theme	**Settling in/interests**	**Me and my body**	**Emotions**	**Autumn**	**Families**	**Harvest/Farmers**	**Harvest/Farmers**	**Our Local Area**	**Halloween**
Special events				Fairtrade fortnight Autumn 22nd September	Fairtrade fortnight	Black history month Library week (library visit?) 10th October Mental health awareness	Recycle week		Halloween October 31st
Squiggle/Phonics and letters and sounds	Week 1 -Olly Murs – Dance with me Focus move: Up down Environmental sounds	Week 2 -Venga boys Focus move: side to side Instrumental sounds	Week 3 Taylor Swift Shake if off Focus move Focus move: criss cross Voice sounds	Week 4 I like to move it Up down and cross cross with 2 crayons Focus move: The hump Body percussion	Week 5 Olly Murs – Dance with me Focus move: wiggle down – like an s Rhythm and rhyme	Week 6 Venga boys we like to party Focus move: circle Environmental sounds	Week 7 Taylor swift shake it off Focus move: up down Focus move: up down Instrumental sounds	Week 8 I like to move it Focus move: side to side Voice sounds	Week 9 olly murs Dance with me Focus move: criss cross Body percussion
Number of the week	0	1	2	3	4	5	0	1	2
Maths focus	Shape	Length, weigh, capacity	Numeral and quantity	Subitising 0-5	Number formation	Pattern	Shape	Length, weigh, capacity	Consolidation
Nursery rhymes of the term	Head, shoulders, knees and toes , finger family, If your happy and you know it, autumn leaves are falling down, big red combine harvester, old Macdonald, five little pumpkins (youtube)								
Focus book ideas	Marvellous Me, Oliver's Vegetables, The little red hen, Room on the Broom , Winnie the Witch								

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

Communication and Language

- 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 l,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

Physical Development

- 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

PSED

- Feel strong enough to express a range of emotions
- Develop friendships with other children
- Play with increasing confidence on their own and with other children
- 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.
- Express preferences and decisions. They also try new things and start to establish autonomy
- Find ways of managing transition
- Feel confident when taken out and about in the local neighbourhood
- Learn to use the toilet with help
- Notice and ask questions about differences such as skin colour, types of hair, gender, special needs, disabilities

Mathematics

- Take part in number rhymes and finger 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 -

Literacy

- 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

Understanding the World

- 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

Expressive Arts and Design

- 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	Physical Development	PSED	Mathematics	Literacy	Understanding the World	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 the concept of growing up • 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

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w/c 1st September	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
Week one 1 Home visit Tuesday	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 l,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 down **Environmental sounds** Listening walks Sounds stories Listening games Animal sounds Household sounds

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Week 2	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to **(Intent)**:	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
8th September	Me and my body	**Marvelous me** **Starting nursery books** **All about me**	• Continue to discuss our golden rules and begin to explore new routines • Introduce book bags to preschool routine • Draw around the children's bodies • Play games/songs linked to body parts • Explore similarities and differences between us and our friends – hair colour, eye colour, height etc • Compare children's height at group time – order them • Activities linked to senses • Diverse books – ethnicity • Self portraits using different materials and use photos of the children and mirrors to inspire • Hairdressing role play • Discuss personal hygiene • Hand print painting/finger painting • Small world people in construction area	**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 l,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 • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities 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 UTW • Notice differences between people. EAD • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • 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. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials PD Walk, run, jump and climb – and start to use the stairs independently.	**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 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. PD • Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Number of the week Chicks: 1 Explore NUMERALS 0-3 Pre-School : 1 • Explore numerals 0-5 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.**	Week 2 -Venga boys Focus move: side to side **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 down **Instrumental sounds** Explore isnturment names and sounds Experiment with loud and quite, fast and slow Guess the instrument Nursery rhymes/stories with instruments **2-3 years** **Join in with songs and rhymes, making some sounds.** **• Make rhythmical and repetitive sounds.** **• Explore a range of sound-makers and instruments and play them in different ways.** **3-4 years** **Play instruments with increasing control to express their feelings and ideas.**

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Week 3	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
15th September	Emotions	**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 noise makers for children to use to create sounds representing different emotions and feelings. • Help children to explore colour mixing and work together to find ways to create different colours. As the children make new colours, ask them how the colours make them feel – link with colour monster • Create colour monster resource to put in provision/ emoji resources • Emotion puzzles/books	**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 l,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 example, singing whilst playing. UTW • Notice differences between people. • Complete inset puzzles. EAD • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • 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. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials	**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 • 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 • 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 • Explore numerals 0-5 Maths focus table Numeral and quantity **2-3 years** **Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items** **3-4 years** • **Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')** • **Show 'finger numbers' up to 5.** • **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.**	Week 3 Taylor Swift Shake if off Focus move: criss cross Voice sounds **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** **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 know**

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Week 4	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
First day of Autumn 22nd September Fair trade fortnight	Autumn	**Season books** **Autumn books**	• Autumn walk in local area • Learn autumn nursery rhymes • Explore books related to autumn and seasons • Set up an investigation tuff tray with different signs of autumn e.g conkers, leaves • Look at photos of autumn and discuss what you see and how we feel • Make hedgehogs using playdough/clay • Provide a range of leaves of different shapes and sizes, along with autumn-coloured paints. Allow the children to dip the leaves into the paint and print their patterns on to paper. · • Provide conkers, some drainpipes and paper. Put paint in the drainpipe and encourage the children to roll conkers down the pipe on to paper at the bottom. Put different colour paints into the drainpipe and ask the children to talk about how the colour of the paint is changing. • Place a selection of autumnal leaves in a large activity tray and provide paint colour testing cards. Encourage the children to match the different leaves to the correct colour on the cards. Can they talk about how the colours of the leaves are different? • Look at pictures of different animals that we see during autumn. Talk about their habitat, what they eat and how we can look after them. • Offer a range of natural objects, such as pine cones, conkers, leaves and small twigs. Encourage the children to make repeating patterns with the natural objects. • Provide leaves, googly eyes and pens. Children can make their own leaf person	**C+L** • 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 l,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 • Express preferences and decisions. They also try new things and start to establish autonomy • Notice and ask questions about differences 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 • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips • Explore changes in autumn 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. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	**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 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 • 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. • Talk about the differences between materials and changes they notice. • Explore changes in autumn 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 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: 3 Explore NUMERALS 0-3 Pre-School : 3 • Explore numerals 0-5 Maths focus table Maths area focus – subitising 0-5 **2-3 year olds** React to changes of amount in a group of up to three items. **3-4 year olds** **Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').**	Week 4 I like to move it Up down and cross cross with 2 crayons Focus move: The hump Body percussion **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** **Bosy Percussion** explore body percussion through activities using **clapping, stamping and clicking fingers.** Play games such as 'Pass a Clap' and 'Copy the Sound'. **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.** **Create their own songs or improvise a song around one they know**

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Week 5	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
29th September Fairtrade fortnight	Families	**Family books** **Revisit all about me books** **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	**C+L** • 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 l,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.	**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 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 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: 4 Explore NUMERALS 0-4 Pre-School : 4 • Explore numerals 0-5 Maths focus table Maths area focus – Number formation **3-4 year olds** **Experiment with their own symbols and marks as well as numerals.**	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**

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Week 6 and 7	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
6 and 13th OCTOBER Fairtrade fortnight Black history month L 10th October Mental health awareness Recycle week	Harvest/Farming	**Harvest books** **Farming books** **Little red hen** **Pumpkin soup** **The enormous turnip**	• Farm shop role play in side garden with seasonal veg in • Walk to farm shop in town • Farm animal small world play • Fill a tray with soil, tractors, role-play fruits and vegetables and small world animals. Invite the children to create their own stories about harvest. • Make soup with the children using seasonal vegetables • Display photo of harvest and farm machinery • · Hide some vegetables in a large activity tray filled with soil. Invite children to harvest the vegetables and explore vocabulary to describe them, such as 'leafy', 'rough' and • Create a large space on the ground or in a large activity tray and fill with soil, natural materials, tractors and add these Scarecrow Stick Puppets for the children to create and role-play their own harvest farm. • Donate to the salvation army • · Offer dressing-up clothes, such as boots and hats. Invite children to dress up as farmers Play a circle time game. Pass around a basket of a variety of harvest fruits and vegetables and invite the children to choose a fruit or vegetable that they like and talk about why they like it. Can they find out about their friends' favourite fruit or vegetable? Encourage Grow cress to begin to understand the life cycle of plants – talk about the life cycles of some crops	**C+L** • 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 l,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 • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 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 • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.. PD •	**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 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 • Show interest in different occupations. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. 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 PD • 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.	Week 6 Number of the week Chicks: 5 Explore NUMERALS 0-5 Pre-School : 5 • Explore numerals 0-5 Maths focus table Maths area focus PATTERN **3-4 year olds** **Notice patterns and arrange things in patterns.** **Week 7** Number of the week Chicks: 2 Explore numerals 0-3 Pre School Numeral 0 Maths Are focus table SHAPE **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 6 Venga boys we like to party Focus move: circle Environmental sounds **Week 7** Taylor swift shake it off Focus move: up down Focus move: up down Instrumental sounds

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Week 8	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
20th October	Our local area	**Look at maps** **Visit the local library** **Books about different places**	• Walks in our local area • Talk about where we live • Set up an interest table with map of the local area, magnifine glasses etc • 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 recognise them • Encourage children to use positional language when thinking about where things are •	**C+L** • 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 l,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, Lit • Enjoy sharing books with an adult • Has favourite books and seeks them out to share • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo UTW • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 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. • 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 • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.. PD • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	**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 • 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. 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 • 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'. UTW • Show interest in different occupations. • Looks around with interest in the room, garden and local area for things of interest. • 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 PD • Use a comfortable grip with good control when holding pens and pencils.	**Week 8** Number of the week Chicks: 1 Explore numerals 0-3 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.**	Week 8 I like to move it Focus move: side to side **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**

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					• 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.		
Week 9	Theme	Book	Learning Opportunities (**Implementation**)	2-3 -Year-olds will be Learning to (**Intent**):	3-4 year old will be learning to (intent)	Maths Focus	Early Phonics
27th October Half term Halloween 31st October – dress up	Halloween	**Room on the broom**	• Talk about Halloween – what do the children do to celebrate • Talk about safety and respecting beliefs • Potion mixing activity • Exploring hammering into pumpkins • Exploring texture of pumpkins, compare sizes etc • Halloween themed dressing up • Face painting • Halloween themed mark making with different materials such as paint, collage, drawing etc • Emotion cards and pumpkin laminated shapes – draw different emotions on pumpkin faces • Halloween themed biscuit making • Orange playdough and googly eyes and loose parts – make pumpkins • Provide beanbags along with a large cauldron or bucket. Invite children to practise their throwing skills as they see how many beanbags they can throw into the cauldron. • Theme homecorner with halloween party accessories	**C+L** • 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 l,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, Lit • Enjoy sharing books with an adult • Has favourite books and seeks them out to share • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo UTW • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. 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. • 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 • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.. • In pretend play, imitates everyday actions and events from own family and cultural background • PD • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	**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 • 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. 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 • 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'. UTW • 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 PD • 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.	**Week 8** Number of the week Chicks: 2 Explore numerals 0-3 Pre School Numeral 2 Maths focus table – consolidation of all areas	Week 9 olly murs Dance with me Focus move: criss cross **Bosy Percussion** explore body percussion through activities using **clapping, stamping and clicking fingers**. Play games such as 'Pass a Clap' and 'Copy the Sound'. **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.** **Create their own songs or improvise a song around one they know**

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