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| Communication and Language  Pre-school Medium Term Plan – Autumn 2025 | | Personal, Social and Emotional Development | | Physical Development | |
| Enjoy listening to longer stories and remember much of what happens.  Use a wide range of vocabulary.  Begin to sing a large repertoire of songs.  Recite and perform familiar nursey rhymes.  Be able to start a conversation with a friend or an adult and continue it for many turns.  Use talk to organise themselves e.g. “Let’s play in the sand… you have the big spade etc.  Use longer sentences (four to six words). | | Develop new relationships with the children and adults in a new setting.  Settle into a new setting and be able to say goodbye to their adult (positive leave)  Show increasing confidence in new social situations.  Select resources and activities in the setting independently.  Begin to learn the routines and rules of a new setting.  Be increasingly independent when using the toilet and washing hands. | | Use large muscle movements to paint, wave streamers and make marks.  Develop movement, balancing, riding scooters and bikes and ball skills.  To hop, skip and balance (hold a pose).  Use scissors to snip paper or dough.  Be confident putting on own coat with increasing independence.  Use and remember actions and sequences of movement which relate to music and rhythm. | |
| All About Me (Autumn 1)/Celebrations (Autumn2) | | | | | |
| Literacy | Mathematics | | Understanding the World | | Expressive Arts and Design |
| Understand that print carries meaning.  Begin to name the different parts of a book.  Develop phonetical knowledge to spot and suggest rhymes.  Begin to record letters of their name accurately. | Show fingers for numbers up to 5.  Say one number name for each item in order: 1, 2, 3, 4, 5.  Understand position through words alone e.g. the bag is under the table.  Select shapes appropriately for building, e.g. a triangle prism for a roof, etc. | | Explore how things work.  Use all senses in hands on exploration of natural materials.  Talk about what they see, using a wide vocabulary.  Begin to make sense of their own life story. | | Join materials and explore different textures.  Draw with increasing complexity and detail  Make imaginative small worlds using construction kits and building blocks e.g. a castle, a city, or a park.  Talk about what they have created.  Remember and sing entire songs.  Play instruments with increasing control. |