



Medium Term Planning

Autumn 1

Activities are whole class/ teacher lead – this does not include continuous provision

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Experiences	Starting School - our journey	Newts at Pear Tree - our journey	Apple Picking - our journey	Co Op visit	Black History Month	Harvest	Autumn	Halloween
Enquiry Questions	What is special about me?	What is special about my school?	What is Special about school grounds??	What is special about my family?	How can we celebrate differences?	What can we Harvest?	What changes happen in Autumn?	How can we celebrate Halloween safely?
Literacy								
Drawing Club	Assessment	Assessment	Owl Babies Huddle, perched, protect	Penguin Silent, nibble, frustrated	Don't want to go! Worried, special, yolk	The Little Red Hen Bake, mix, chop	The leaf thief Autumn, thief, disaster	Peepo! A long time ago, old, different
Handwriting		Practising patterns	Practising patterns	Practising patterns	Practising patterns	Curly letter family	Curly letter family	Curly letter family
Little Wandle	Assessment	Routines, Rhyme time and tuning into sounds	satp	inmd	gock	ckeur	hbfl	assessment
Maths			Subitising within 3 Compare size	Focus on counting skills Compare mass	Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and Sounds Explore simple patterns	Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Create simple patterns Identify and name circles and triangles Compare circles and triangles

'Being Our Best Selves'

					Compare capacity		Copy and continue simple patterns	Shapes in the environment Describe position
Communication and Interaction	I can engage in story times.	I can join in with familiar songs and rhymes	I can demonstrate good listening behaviours – star sitting.	I can follow simple instructions (with two or more parts) reliably	I can start to share my ideas with familiar adults	I can listen to and talk about stories, rhymes and non-fiction	I can talk to others (adults and children)	Recap
Personal, Social and Emotional	I can follow simple instructions I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	I am starting to be aware of rules in the school and classroom.	I am starting to sit and listen more consistently during adult focus time	I am starting to try new activities.	I am starting to form good relationships with the familiar adults in my class.	I am starting to try new activities.	I am starting to sit and listen more consistently during adult focus time	I am starting to form good relationships with the familiar adults in my class.
		My Happy Mind Meet your brain 1	My Happy Mind Meet your brain 2	My Happy Meet your brain 3	My Happy Mind Meet your brain 4	My Happy Mind Meet your brain 5	My Happy Mind Meet your brain 6	My Happy Mind Places 1
Knowledge and Understanding of the world		I can make playdoh and bread and talk about the changes.	I can name different body parts	I can order human lifecycle – baby, child, adult	I can name the 5 different senses.	I can begin to understand how different foods grow by learning about Harvest.	I can describe the weather. I can talk about the leaves falling off the trees in Autumn.	I can talk about Halloween and know how to stay safe (with the support of an adult)

‘Being Our Best Selves’

	I can use and understand now and next. I can use a visual timeline – now, next, lunchtime, home time today. I can use timers for turn taking.	I can talk about a past event e.g. holiday I have been on.	I can understand nighttime and daytime. I can recite the days of the week.	I know that I was once a baby/ toddler. I know what I could do as a baby / toddler compared to now-a-days.	I can talk about who lives my house.	I can talk about differences in people's families.	I can talk about my grandparents/ Aunties/ Uncles/ Cousins. I can name and describe people who are familiar to them e.g. family friends.	I can develop an awareness of characters from the past e.g. Peepo!
	I am starting to care for our local environment. I can look after our classroom and belongings e.g. tidy up time and choose it, use it, put it away.						I can use a simple map of the classroom.	I can use a beebot and move it forwards and backwards to get to different things.
Expressive Arts		Painting & Mixed Media finger painting I can express my ideas and feelings through finger paints – when painting newts	Sculpture and 3d Playdoh I can use a range of play doh tools competently, safely and confidently. I can develop control and coordination.	Observational Drawing: apples pears wax crayons I can develop small motor skills so that I can use wax crayons effectively and confidently. I can use wax crayons to	Workshop: making homes I can use various tools for artwork and design. I can select my own art and design materials to create with	Food baking bread I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.)	Performance: outdoor stage I am starting to create familiar stories.	

‘Being Our Best Selves’

				create an drawing of apples and pears showing my feelings and ideas.		I can use tools safely.		
			Music sounds of Autumn I can sing and chant familiar rhymes and songs in unison, responding to simple visual directions (e.g., stop, start, loud and quiet) and counting in I can participate in singing games I can learn to handle and produce different sounds on untuned percussion instruments					
Physical Development	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills	Fundamental Movement Skills
Outdoor Learning		Initial visit to the Forest	Apple picking	Newts – revisit	Making stick houses (medium)	Making stick houses (small)	Signs of Autumn	Making potions
Curriculum Pledge		Pear Tree Newts	Pick fresh fruit	Go to the local shop				