
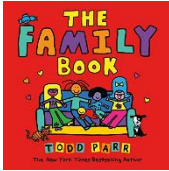

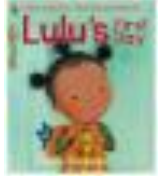





**FS1 Medium Term Plan
Autumn Term 1 – Who am I?**

Key Dates/ Events:

Staggered Intake- Settling in Week1-3
Baseline assessments-Numeracy tracker, writing assessment sheet, cutting/scissor assessment
October - Black History Month
October – Harvest
13th October – EYFS Pumpkin Carving Day

| Focus Texts | Global Curriculum and British Values | Communication and Language | Personal, Social and Emotional Development | Physical Development Gross Motor | Physical Development Fine Motor | Reading | Maths |
|--|--|--|--|---|---|--|--|
|     | <p>Understanding the importance of sharing activities and resources.</p> <p>Learning classroom rules and routines.</p> <p>Discussing similarities and differences between us.</p> <p>Learning to share resources and take turns.</p> <p>Show care and concern for living things by gathering different natural items in the Forest school area.</p> <p>RE material incorporated into children's activities eg Saree's/Pretend food in Domestic Role Play. Harvest.</p> | <p>Begin concentrating when listening to a book being read.</p> <p>Share likes and dislikes with one another.</p> <p>Share in discussion who is special to me in my family, using photographs brought from home.</p> <p>Explore the different provision areas indoors and outdoors.</p> <p>Decide and name where we would like to learn.</p> <p>Talking about the pictures and creations we have made</p> <p>Taking part in whole group activities.</p> <p>Asking questions and showing curiosity about the natural outdoor environment.</p> <p>Listening to others when they are sharing their ideas.</p> | <p>Circle time – Sharing what I like / dislike / happy / unhappy.</p> <p>Becoming confident to leave our grown-ups and enter school.</p> <p>Learn where to put their belongings.</p> <p>Learning rules and routines for our setting.</p> <p>Learning the names of our class peers.</p> <p>Learning how to keep our bodies healthy e.g. brushing teeth every morning and before bedtime.</p> <p>Approaching an adult to ask for help when needed.</p> | <p>Following instructions and copy actions to make large gross motor movements.</p> <p>Ride the trikes outdoors on the bike track.</p> <p>Climbing and balancing on the outdoor gross motor equipment.</p> <p>Copying actions when moving to music and action rhymes.</p> <p>* Outdoor provision</p> | <p>Take part in practical activities to develop fine motor skills such as; Play dough disco</p> <p>Use various resources in the different provision areas to develop our fine motor skills e.g. threading, spray bottles, painting and using tweezers.</p> <p>Creating long lines from top to bottom when painting.</p> <p>Wk 1-3 AL-Start of session threading basket available. Keyworkers complete-self portrait/scissor</p> | <p>Listen and enjoy stories.</p> <p>Make comments about illustrations and events in stories.</p> <p>Introduce Little Wandle Reading for pleasure.</p> <p>Recognising picture coloured name card.</p> <p>Using non-fiction books to find out about the season Autumn</p> <p>*Reading book *Reading for pleasure book-Lulu's First Day</p> | <p>Counting how many children are in F1 each day</p> <p>Recognise big and small things through provision and refer to the book 'Big Box, Little Box'</p>  <p>Singing and joining in with number songs.</p> <p>Learning routine and visual timetable.</p> <p>Numeracy Tracker activities in maths provision area</p> <p>Exploring the value of 0-5</p> <p>Wk1&3 – staggered intake: and settling in-Maths daily starter-Number songs. Colours and matching. Begin Numeracy baseline tracking assessment</p> <p>Exploration of the characteristics of objects and size.</p> |

| | | | | | | | |
|--|--|---|--|--|------------------------------|--|---|
| | | <p>Talk about what they see on our autumn walk.</p> <p>*Daily home time story</p> <p>Wk 1-3 Self register/register/session starter song/activity baskets. Describe self to keyworker-CL sheet notes. Speech bubble next to main photo.</p> <p>Wk 4-Describe what they like about themselves-likes and dislikes-CL Sheet notes. Speech bubble next to picture plate display.</p> <p>Wk 5-7 Bring in from home photographs of family for children talk about and to share with the class. Drawings/leaf family -Scribe meanings to their marks/collage directly onto drawing/picture e.g mummy, brother-names. Speech bubble next to Nursery classes Family Album.</p> | <p>Playing alongside others and sharing resources.</p> | | <p>skill for their group</p> | | <p>Wk4-Matching</p> <ul style="list-style-type: none"> - Match number shapes - Match shapes - Pattern handprints big and small. <p>Daily routines (begin keyworker groups/visual timetable)</p> <p>Wk 5-Sort</p> <ul style="list-style-type: none"> - Colour - Size - Shape <p>Wk 6 Sort-notice & rules</p> <p>Wk7-Number 1 Subitising Counting Numeral</p> |
|--|--|---|--|--|------------------------------|--|---|

| Writing | Understanding the World Past and Present | Understanding the World People, Culture and Communities | Understanding the World The Natural World | Expressive Arts and Design Creating with materials | Expressive Arts and Design Being Imaginative and Expressive | |
|---|--|---|--|--|---|--|
| <p>Exploring making different marks using different types of media in the different provision areas both indoors and outdoors.</p> <p>Paint/draw pictures of themselves.</p> <p>Wk 1-3 settling in- Paint/draw pictures of themselves (Baseline writing assessment sheet). Circles/lines/marks-hand/hold/control Wk 4 - The Things I Love About Me-to paint their face on a paper plate/scribe what they love about themselves. Wk 5-The Family Book-Make marks that represent their family/scribe meaning to marks (names) Wk 6/7 – Autumn-The Leaf Thief</p> <p>-Leaf family tree/Leaf pre-writing activity</p> | <p>Acting out various personal experiences from the past in the home corner.</p> <p>Discuss who they live with in their house.</p> <p>Explaining what they can do now that they could not when they were a baby in the baby domestic role play area.</p> | <p>Use our first hand experiences to play in small world and build models in construction e.g. visiting friends or families homes.</p> <p>To discuss Black History Month. Why do we celebrate it? What is it?</p>  | <p>Exploring the outdoor environment to become familiar with the areas around school e.g. woodland, track etc.</p> <p>To discuss Harvest season</p> <p>Look at signs of Autumn-seasonal changes.</p> | <p>Learning new songs and joining in with action rhymes and songs.</p> <p>Identifying some favourite songs and rhymes.</p> <p>Drawing ourselves. Adult-Led Activities</p> <p>Week 1-3- Good morning song/My first handprint Learning the painting process for powder paint</p> <p>Wk 4-Paint/draw me Learning the painting process for mixing two colours-red and white to make pink/blue,yellow and red to make brown etc Wk 5</p>  <p>Wk 6</p> <p>Family pictures-drawing, using autumnal resources</p> <p>Wk 7 - Arcimboldo portrait painting based on Harvest seasonal vegetables.</p> | <p>Play imaginatively and act out our experiences when playing.</p> <p>Music-TBC (DW to advise)</p> | |
| Learning outcome for this half term- | | <i>Speaking about their likes and dislikes, naming their friends, talking about who is in their family, class display of 'My Family'/Learning Journey/Gallery-Colour mixing Artwork (Weeks 1-4) self portraits/Gallery- Family natural resources (week 5-6) /Arcimboldo harvest portraits (Week 7/Week 1 of Autumn 2)</i> | | | | |