

Assessment: Baseline Assessments to be completed within first two weeks.

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Autumn 1

All About Me

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD	See Weekly Plans for lesson objectives/ Success Criteria
1 01/09/25 All about Me Baseline Assessments Key thread: Introduction to myself and where I go to school.	<p>Self-Regulation Establish new activities, routines and free flow system etc. Adults as ELF's to help aid this.</p> <p>Discuss rules, expectations and school systems—what can we do to help manage ourselves.</p> <p>Build up the use of talk partners.</p> <p>Managing Self Introduce to toilets, plimsols, drawers. Emphasis on handwashing (COVID) Dressing themselves.</p> <p>Building relationships Building friendships- Working together as a team.</p> <p>Circle Time Share holiday news with one another and discuss KB pictures. Children then to "tell" their news with friends.</p> <p>KB to baseline.</p>	<p>Gross Motor Skills Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc. Wake up and shake up.</p> <p>Fine Motor Skills Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about Me—Circle Games.</p> <p>Meaningful Movement- Pencil Rolls for warm ups. Crawling with sponges on back etc.</p> <p>Dojo challenge—N/A</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>Listening, Attention and Understanding Introduce topic/English time, focusing on big topic for the term. Children to be introduced to talk partners. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Targeted questioning to children.</p> <p>All class to discuss new classroom rules to be displayed on board.</p> <p>Baseline 1-1 with children.</p> <p>Speaking Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: Rhyming books Teacher's favourite stories Schools about starting school.</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; expectations, routines, talk time, feedback, stations.</p> <p>KB-Talking about themselves. I like...</p> <p>Role-play area: Home corner</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to going to school to embed starting school vocabulary.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: Level 1 Week 1—see plan.</p> <p>Writing All about Me <u>Text</u>; I want to be...</p> <p>Draw a picture of themselves & write name.</p> <p>Recognise own name & those of friends</p> <p>Letters of names cut up & ordered.</p> <p>Names on magnetic boards- make it and then write it.</p>	<p>Number Counting accurately in 1-1 correspondence. Counting fingers & toes etc.</p> <p>Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts.</p> <p>Counting in the role play, counting at teddy picnic, counting objects.</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present Name people who are close to them. Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p>People, Culture and Communities Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World Explore the school & its grounds. Learn about the differences in our different areas How is this different our homes.</p>	<p>Creating with Materials: Introduce the Creative Area & how to use it.</p> <p>Play-dough faces</p> <p>Loose part faces.</p> <p>Observational drawings looking in the mirror/self portrait.</p> <p>Hand prints using paints to create for flowers for classroom rules.</p> <p>Rainbow—pots of gold to display in classroom.</p> <p>Being Imaginative and Expressive: Home corner family play-outside. Small world & puppets.</p> <p>Artist Study: Picasso Portraits.</p>	<p>Music- Pulse- Links with PE and using their bodies to express how the music makes them want to move.</p> <p>Level 1 Phonics- Voice Sounds and body percussion.</p>
	<p>Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour, monster, teamwork, creativity.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.</p>	<p>Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.</p>	<p>Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.</p>	<p>Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.</p>	<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>	

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EYFS Medium Term Planning Autumn 1

All About Me

<p>2 08/09/25 Birthdays</p> <p>Bring in photo celebrating a birthday.</p> <p>Baseline Assessments Continued.</p> <p>Key thread: How do different people celebrate their birthdays?</p>	<p>Self-Regulation Continue to establish new activities, routines and free flow system, rules, expectations etc.</p> <p>Managing Self Introduce to toilets, potty, drawers. Emphasis on handwashing (COVID) Dressing themselves. Promoting independence.</p> <p>Building relationships Building friendships- Working together as a team. Building respect for others.</p> <p>Circle Time Discuss Birthdays- their own and others. How are they different to our friends? Role-play a Birthday Party for a doll/teddy. Explore and discuss own feelings related to Birthdays.</p> <p>KB to baseline.</p>	<p>Gross motor skills: Forest School, dance and core skills</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Gross Motor Skills</p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc. Wake up and shake up, Yoga.</p> <p>Developing core strength to sit at a table or sit on the floor.</p> <p>Fine Motor Skills</p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about M- Body parts. Meaningful Movement- Pencil Rolls for warm ups. Crawling with sponges on back etc.</p> <p>Dojo challenge—N/A</p> <p>Writing Skills—tracing lines and circles.</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Listening, Attention and Understanding Introduce topic/English time, focusing on big topic for the term. Understanding of listening and why listening is important. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Targeted questioning to children.</p> <p>Baseline 1-1 with children.</p> <p>Speaking Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: My presents Birthday party stories</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; birthday, celebrations, party, games, presents.</p> <p>Role-play area: Home corner/birthday party.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to birthdays.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: level 1 Week 2- see plan.</p> <p>Writing All about Me Text: My presents by Rod Campbell</p> <p>Make links with past/present events in life.</p> <p>Writing- My favourite present was.../I got a...</p> <p>Showing marks on a piece of paper and telling KB what they have written.</p> <p>Design Birthday cards to use in class when it is someone's bday.</p> <p>Recognise own name and practise writing it.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Number Counting accurately in 1-1 correspondence. Counting fingers & toes etc. Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts. Counting in the role play, counting at teddy picnic, counting objects. Use ordinal numbers in different contexts. Counting with Timmy the Toucan</p> <p>Mixed up numbers to appear in classroom—help ordering the cakes.</p> <p>Putting birthday cakes in orders—challenge HAPs with teen numbers.</p> <p>Baseline assessment linked to number.</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Circle time to explore these areas.</p> <p>Past and Present Recalling special moment in our lives—linked to birthdays. Discuss how we share moments with families.</p> <p>People, Culture and Communities Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World Birthday picnic. Learning about Forest Embedding school rules.</p>	<p>Creating with Materials.: Introduce the Creative Area & how to use it.</p> <p>Collage feeling faces- paper plates. How are you feeling today? Birthday cakes with 3d candles. Birthday cards to give out in class.</p> <p>CONTINUED—adding bodies to portraits, in black and white. Observational drawings looking in the mirror/self portrait.</p> <p>Observational drawings at Forest School.</p> <p>Being Imaginative and Expressive: Home corner family play-outside, linked to birthday parties. Small world & puppets.</p> <p>Artist Study: Picasso Portraits.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>		
		<p>Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour, monster, teamwork, creativity.</p>		<p>Key Vocabulary: static balances, core strength, heart rate, fine-motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>		<p>Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.</p>		<p>Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.</p>		<p>Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.</p>		<p>Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.</p>		<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>

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All About Me

<p>3 15/09/25 Keeping healthy/ personal hygiene.</p> <p>Key thread: How do we keep healthy and clean?</p> <p>Introduce Autumn on Friday as celebrated at the Weekend- Equinox 22nd Sept.</p>	<p>Self-Regulation Prime focus on the children learning about the Gadesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p>Managing Self Managing self-care: toileting, handwashing, plimsols etc. Dressing themselves. Promoting independence. Learning to look after our bodies—keeping healthy.</p> <p>Building relationships Read stories/look at pictures of diff family structures and compare similarities & differences.</p> <p>Circle Time Looking after ourselves- Carry out washing hands exercise & demonstrate brushing teeth. Give out hand washing badges/stickers.</p>	<p>Gross motor skills: Forest School, dance and core skills</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Gross Motor Skills Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up, Yoga.</p> <p>Developing core strength to sit at a table or sit on the floor.</p> <p>Fine Motor Skills Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about Me- body parts. CONTINUED.</p> <p>Bare foot walk link to Autumn Equinox.</p> <p>Meaningful Movement- Pencil Rolls for warm ups. Crawling with sponges on back etc.</p> <p>Dojo challenge—N/A</p> <p>Writing Skills—Starting level 2 sounds.</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Listening, Attention and Understanding Introduce topic/English time, focusing on big topic for the term.</p> <p>Understanding of listening and why listening is important. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Targeted questioning to children.</p> <p>Speaking Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: The Hungry Caterpillar Kitchen Disco Supertato</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; healthy, food groups, hygiene, dentist, germs.</p> <p>Role-play area: Healthy food shop.</p> <p>STEM opportunities to promote conversations.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to family life.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: level 2 Week 1- see plan.</p> <p>Writing All about Me Text: Supertato</p> <p>Make a list of all the different foods that feature in the story. Have a go at labelling the foods that feature.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Number Counting accurately in 1-1 correspondence. Counting fingers & toes etc.</p> <p>Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts. Counting in the role play, counting at teddy picnic, counting objects. Use ordinal numbers in different contexts.</p> <p>Counting with Timmy the Toucan</p> <p>Calculating Introduce via literacy link (The Sock Eating Monster).</p> <p>Finding pairs- parts of body parts: Counting in 2s by looking at pairs gloves, shoes, socks, hand and foot prints.</p> <p>Baseline assessment linked to pattern.</p> <p>Numerical Patterns Verbally practising counting to 10. Number songs. Counting in 2s (pair)</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Circle time to explore these areas.</p> <p>Past and Present Learning about food production and how it has changed. Discuss farmers—growing food. Mouse control: Dress Lecky.</p> <p>People, Culture and Communities Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World Autumn walk examining objects. Learning about Forest</p>	<p>Creating with Materials.: Introduce the Creative Area & how to use it.</p> <p>Autumn Equinox activities- Autumn Wreaths.</p> <p>Make milkshakes using milk & fruit from snack- discuss likes/dislikes. Graph/chart of most/least popular.</p> <p>OR make fruit kebabs- Link to 5 a day and count how many they have had so far.</p> <p>Being Imaginative and Expressive: Healthy food shop. Model going to the shop and paying money to buy lots of yummy food.</p> <p>Small world & puppets.</p> <p>Artist Study: Picasso Portraits.</p>	<p>Music:- Pulse- Links with PE and using their bodies to move to the pulse of a range of music continued.</p> <p>Level 1 Phonics- Voice Sounds and body percussion.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p>Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.</p>		<p>Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.</p>		<p>Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.</p>		<p>Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.</p>		<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>		<p>See Weekly Plans for lesson objectives/ Success Criteria</p>

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All About Me

4 22/09/25 Growing	<p>Self-Regulation Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p>Managing Self Managing self-care: toileting, handwashing, plimsols etc. Dressing themselves. Promoting independence. Learning to look after our bodies—keeping healthy. Learning about senses—what are they, why are they helpful?</p> <p>Building relationships Read stories/look at pictures of diff family structures and compare similarities & differences.</p> <p>Circle Time What are your favourite things to eat? Make a pictogram/whole class chart. Share with a friend to see what they like best & why. Parent to visit with a baby?</p> <p>Circle Time: Discuss how a baby gets dressed, fed & goes to the toilet etc. How do we do it differently? Why? Caring for younger siblings and pets.</p>	<p>Gross motor skills: Forest School, dance and core skills</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Gross Motor Skills</p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc. Wake up and shake up, Yoga.</p> <p>Developing core strength to sit at a table or sit on the floor.</p> <p>Fine Motor Skills</p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg rolls, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about Me-Emotions.</p> <p>Meaningful Movement-Pencil Rolls for warm ups. Crawling with sponges on back etc</p> <p>Writing Skills—Starting level 2 sounds.</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Listening, Attention and Understanding</p> <p>Introduce topic/English time, focusing on big topic for the term.</p> <p>Understanding of listening and why listening is important. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p>Targeted questioning to children.</p> <p>Speaking</p> <p>Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: The Hungry Caterpillar Starting schools</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; growth, life-cycle, metamorphosis, imitate.</p> <p>Talk 4 writing—focus story. Retelling the story and focusing on growth.</p> <p>Discuss Life Cycles- sort clothes on a washing line (baby, toddler & adult etc)</p> <p>Role-play area- Healthy cafe</p> <p>STEM opportunities to promote conversations.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Comprehension</p> <p>Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to family life.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading</p> <p>Phonics: level 2 Week 2- see plan.</p> <p>Writing</p> <p>All about Me Text: The Very Hungry Caterpillar</p> <p>Read the story and discuss how the caterpillar changes.</p> <p>What other things grow and change into something different?</p> <p>Ordering story from start to finish—writing labels.</p> <p>Writing- Label and Sequence pictures from the story.</p> <p>Attempt to write initial sounds.</p> <p>DOJO challenge books—start them.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Number</p> <p>Counting accurately in 1-1 correspondence. Counting fingers & toes etc.</p> <p>Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts.</p> <p>Recognise 1</p> <p>Identify the quantity 1 (the oneness of 1)</p> <p>Recognise a 1p coin</p> <p>Find 1 on the clock</p> <p>Introduce a circle – with 1 side</p> <p>Numerical Patterns</p> <p>Verbally practising counting to 10. Number songs. Counting beyond 10. Explore repeating patterns. Sorting objects based on pattern and colour. Ordering.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Circle time to explore these areas.</p> <p>Past and Present</p> <p>Learning about food production and how it has changed. Discuss farmers—growing food. Sequencing Games on the computer Colour sequence-Crickweb Early Years</p> <p>People, Culture and Communities</p> <p>Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World</p> <p>Life Cycle of a caterpillar on the playground using chalks & variety of materials. Gardening- look at things that have grown in the garden. Plant spring bulbs.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Creating with Materials: Introduce the Creative Area & how to use it.</p> <p>Making hungry caterpillar Acting out story. Caterpillar collages using shapes. Painting flowers. Something linked to planting—cress heads?</p> <p>Being Imaginative and Expressive: Healthy café.</p> <p>Introduce: Story Sacks and Puppet Theatre.</p> <p>Performing story for friends.</p> <p>Artist Study: Picasso Portraits:</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p>Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour, monster, teamwork, creativity.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.</p>		<p>Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.</p>		<p>Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.</p>		<p>Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.</p>		<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative.</p>		

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All About Me

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5 29/09/25 Families Bring in a photo of family. Key thread: How are families different? Navaratri 22 nd Sept- 2 nd Oct. Harvest 5 th Oct.	<p>Self-Regulation Focusing on Gaddesby values. Adapting behaviour for different situations and teachers.</p> <p>Managing Self Introduce to toilets, plimsols, drawers. Emphasis on handwashing (COVID) Dressing themselves. Promoting independence.</p> <p>Building relationships Read stories/look at pictures of diff family structures and compare similarities & differences.</p> <p>Circle Time Who is in your family? Why are they special? What do they do?</p> <p>Look at diff ethnic families & discuss cultures.</p> <p>KB to baseline—if not complete.</p>	<p>Gross motor skills: Forest School, dance and core skills</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Gross Motor Skills Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc. Wake up and shake up, Yoga.</p> <p>Developing core strength to sit at a table or sit on the floor.</p> <p>Fine Motor Skills Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about Me- Emotions CONTINUED.</p> <p>Meaningful Movement- Pencil Rolls for warm ups. Crawling with sponges on back etc.</p> <p>Writing Skills—Starting level 2 sounds.</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>Listening, Attention and Understanding Introduce topic/English time, focusing on big topic for the term.</p> <p>Understanding of listening and why listening is important. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Targeted questioning to children.</p> <p>Speaking Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: Owl Babies—talk 4 writing. Stories about families from different cultures.</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; families, differences, similarities, home, routines.</p> <p>Role-play area: Home corner—owl focused.</p> <p>Bring in a photo to help aid discussions and then display in Learning Journeys. Discuss similarities & differences.</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to family life.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: level 2 Week 3—see plan.</p> <p>Writing All about Me Text: Owl Babies</p> <p>Text sharing and relating to own feelings & views about their families. How are the babies feeling? Have you got a baby in your family? Make marks in speech bubble to represent meaning.</p> <p>What did the owl baby say?</p> <p>Showing marks on a piece of paper and telling KB what they have written.</p> <p>Recognise own name and practise writing it.</p> <p>DOJO challenge books—start them.</p>	<p>Number Counting accurately in 1-1 correspondence. Counting fingers & toes etc.</p> <p>Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts.</p> <p>Recognise 2Identify the quantity 2 (the twoness of 2)</p> <p>Know that 2 is 1 more than 1</p> <p>Know that 1 + 1 is 2</p> <p>Know that 2-1 is 1</p> <p>Recognise a 2p coin – understand it is equivalent to 2 x 1ps</p> <p>Find 2 on the clock</p> <p>Be able to continue 2 step repeating patterns</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>Circle time to explore these areas.</p> <p>Past and Present Recalling special people in our lives—family discussion. Discuss how we share moments with families.</p> <p>People, Culture and Communities Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World Building tents/dens- family camping holiday. Learning about Forest School.</p>	<p>Creating with Materials: Introduce the Creative Area & how to use it.</p> <p>Draw pictures of families from smallest to biggest. (Make into a display—my family tree). Use for new display.</p> <p>Drawing around each other and painting/sticking on clothes. Outside with chalks. Printing with diff objects to make a face/person.</p> <p>Being Imaginative and Expressive: Home corner family play-outside, linked to birthday parties. Small world & puppets.</p> <p>Owl Baby role play, story spoons, story maps—use of props to develop imaginative play.</p> <p>Artist Study: Picasso Portraits.</p>	<p>Music- Pulse- Links with PE and using objects to squeeze and squish to various pieces of music. Expressing emotions continued.</p> <p>Level 1 Phonics- Voice Sounds and body percussion.</p>
	<p>Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour monster, teamwork, creativity.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.</p>	<p>Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.</p>	<p>Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.</p>	<p>Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.</p>	<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	

Assessment: Baseline Assessments to be completed within first two weeks.

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Autumn 1

All About Me

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD	See Weekly plans for lesson objectives/ Success Criteria
6 06/10/25 Exploring our Senses Key thread: What are our 5 senses?	<p>Self-Regulation Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p>Managing Self Managing self-care: toileting, handwashing, pimpos etc. Dressing themselves. Promoting independence. Learning to look after our bodies—keeping healthy. Learning about senses—what are they, why are they helpful?</p> <p>Building relationships Read stories/look at pictures of diff family structures and compare similarities & differences.</p> <p>Circle Time What are your favourite things to eat? Make a pictogram/whole class chart. Share with a friend to see what they like best & why.</p>	<p>Gross motor skills: Forest School, dance and core skills</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Gross Motor Skills</p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc. Wake up and shake up, Yoga.</p> <p>Developing core strength to sit at a table or sit on the floor.</p> <p>Fine Motor Skills</p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about Me- Emotions CONTINUED.</p> <p>Meaningful Movement- Pencil Rolls for warm ups. Crawling with sponges on back etc.</p> <p>Writing Skills—Starting level 2 sounds.</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>Listening, Attention and Understanding</p> <p>Introduce topic/English time, focusing on big topic for the term.</p> <p>Understanding of listening and why listening is important. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p>Targeted questioning to children.</p> <p>Speaking</p> <p>Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: What the ladybird heard Handa's Surprise My 5 senses.</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; sight, smell, taste, touch and hear, blind, deaf.</p> <p>Role-play area: Farm</p> <p>STEM opportunities to promote conversations.</p>	<p>Comprehension</p> <p>Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to family life.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading</p> <p>Phonics: level 2 Week 4- see plan.</p> <p>Writing</p> <p>All about Me</p> <p>Text: Handa's Surprise</p> <p>Extending experience of diff cultures.</p> <p>Why did Handa not know what was happening? What senses were not being used?</p> <p>Writing- Make a map of Handa's journey. Write the names of animals and fruit on the map of Handa's journey.</p> <p>Sequence pictures from the story.</p> <p>Showing marks on a piece of paper and telling KB what they have written.</p> <p>Recognise own name and practise writing it.</p> <p>DOJO challenge books—start them.</p>	<p>Number</p> <p>Counting accurately in 1-1 correspondence. Counting fingers & toes etc.</p> <p>Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts.</p> <p>Recognise 3</p> <p>Identify the quantity 3 (the threeness of 3)</p> <p>Know that 3 is 1 more than 2</p> <p>Know that 3 is 2 more than 1</p> <p>Know that 1 + 2 (or 2+1) is 3</p> <p>Know that 3-1 is 2 and 3-2 is 1</p> <p>Find 3 on the clock</p> <p>Understand number conservation—However you arrange the three objects, there are still 3 (use triangular arrangements and dice).</p> <p>Introduce different triangles with 3 sides.</p> <p>Be able to continue 3 step repeating patterns</p> <p>Numerical Patterns</p> <p>Verbally practising counting to 10.</p> <p>Number songs.</p> <p>Counting beyond 10.</p> <p>Explore repeating patterns.</p> <p>Sorting objects based on pattern and colour.</p> <p>Ordering.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present</p> <p>Recalling special people in our lives—family discussion.</p> <p>Discuss how we share moments with families.</p> <p>Healthy lunch boxes-http://www.food.gov.uk/multimedia/flash/a_healthy_lunchbox_intro.swf</p> <p>How a baby alarm works-link with hearing.</p> <p>People, Culture and Communities</p> <p>Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World</p> <p>Explore the outdoor area using hearing by going on a listening walk-link with phonics.</p> <p>Learn about trees and fauna at Forest School.</p>	<p>Creating with Materials:</p> <p>Introduce the Creative Area & how to use it.</p> <p>Fruit + veg printing</p> <p>Making imprints in sand/ dough. Creating vegetable faces with loose parts. ARTIST—see year 1.</p> <p>Make links with smoothies/fruit kebabs.</p> <p>Foods from around world-chop sticks & noodles. African-Colourings from the story.</p> <p>Mr Potato Head.</p> <p>Being Imaginative and Expressive: Healthy food shop. Model going to the shop and paying money to buy lots of yummy food.</p> <p>Small world & puppets.</p> <p>Artist Study: Picasso Portraits.</p> <p>Music- Pulse-</p> <p>Links with PE and using visual prompts to make long and short sounds with their voices.</p> <p>Level 1 Phonics- Voice Sounds and body percussion.</p>	See Weekly plans for lesson objectives/ Success Criteria
	Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour, monster, teamwork, creativity.	Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.	Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.	Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.	Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.	Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.	Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative	

Assessment: Baseline Assessments to be completed within first two weeks.

See weekly plans for specific assessments linked to Aspects.

Questioning: During guided learning.

Outcome: Have they met the objectives? Record on sheet.

On the spot/Observations: Record appropriate & planned observations on post it notes/tracker sheets.

Peer/Self: What was good about their work? What would make it even better? Mark own work.

EYFS Medium Term Planning Autumn 1

All About Me

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTH	Specific EAD	
7 13/10/24 All About Me—celebrations. Bring in photos of family celebrations. Key thread: What special moments have we experienced? Sukkot 16 th – 23 rd Oct.	<p>Self-Regulation Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p>Managing Self Managing self-care: toileting, handwashing, pimpos etc. Dressing themselves. Promoting independence. Learning to look after our bodies—keeping healthy. Learning about senses—what are they, why are they helpful?</p> <p>Building relationships Think about occasions/ events special to themselves & others. Relate to other cultures for UTW links.</p> <p>Circle Time Share photographs of celebrations. Discuss school being a huge celebration in their life.</p> <p>Celebrations Birthdays, weddings, how babies are welcomed into homes.</p>	<p>Gross motor skills: Forest School, dance and core skills</p> <p>Fine motor skills: enhanced through the continuous provision.</p> <p>Gross Motor Skills Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc. Wake up and shake up, Yoga.</p> <p>Fine Motor Skills Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, threading wool, mark making in sand etc.</p> <p>PE: Dance—All about Me—Celebrations/Party Games.</p> <p>Meaningful Movement- Pencil Rolls for warm ups. Crawling with sponges on back etc.</p> <p>Dojo challenge—N/A</p> <p>Writing Skills—Starting level 2 sounds.</p> <p>Early morning mark making—whiteboards and shapes on entry into school.</p>	<p>Listening, Attention and Understanding Introduce topic/English time, focusing on big topic for the term. Understanding of listening and why listening is important. Opportunities to play games, listen to stories, free-flow, listen in a range of settings. Targeted questioning to children.</p> <p>Speaking Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Stories to read: The Scarecrow's Wedding The Tiger Who Came to Tea</p> <p>Vocabulary: To continue to explore key vocabulary linked to our weekly topic; celebration, news, family, christening.</p> <p>Talk 4 writing.</p> <p>Make party plans. Taking turns in conversation- acting out phoning a friend to invite to a party.</p> <p>Role-play area: Tiger who came to tea home corner.</p> <p>STEM opportunities to promote conversations.</p>	<p>Comprehension Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to family life.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p>Word reading Phonics: level 2 Week 5—see plan.</p> <p>Writing All about Me Text: The Tiger Who Came to Tea.</p> <p>Write an invitation to a class party we will be having at the end of the week.</p> <p>Tiger who came to tea—Talk 4 writing.</p> <p>Showing marks on a piece of paper and telling KB what they have written.</p> <p>Recognise own name and practise writing it.</p> <p>DOJO challenge books—start them.</p>	<p>Number Counting accurately in 1-1 correspondence. Counting fingers & toes etc. Number rhymes, Birthday candles. Say and use number names to 5 in familiar contexts.</p> <p>Count to 3 – forwards and backwards using the 1 to 1, the stable order, the cardinal, the abstraction and the order-irrelevance principles. (see WRM)</p> <p>Compare numbers 1,2 and 3 – 'bigger' and 'smaller'</p> <p>Order numbers 1 to 3</p> <p>Know 3 is made of 2 and 1 or 1+1</p> <p>Know that 2 is 1 less than 3, 1 is less than 2</p> <p>Count out 3 objects from a larger set.</p> <p>Use a 5 frame and recognise how many spaces there are when it contains 3 objects.</p> <p>Recognise which arrangements of objects contain a group of 3.</p> <p>There isn't a 3p coin – how can we pay 3p?</p> <p>Numerical Patterns Verbally practising counting to 10.</p> <p>Number songs.</p> <p>Counting beyond 10.</p> <p>Explore repeating patterns.</p> <p>Sorting objects based on pattern and colour.</p> <p>Ordering.</p>	<p>Circle time to explore these areas.</p> <p>Past and Present Party Games—taking turns sharing/managing behaviour. Link to other celebrations.</p> <p>Tea-party. Act out what we need to do/bring.</p> <p>Make celebration posters to hang in the classroom for party on Friday.</p> <p>People, Culture and Communities Underpinned in big topic of All About Me. Sharing items from home, special objects.</p> <p>The Natural World Woodland celebration with Mr Tree Beard. Learn about trees and fauna at Forest School.</p>	<p>Creating with Materials: Introduce the Creative Area & how to use it.</p> <p>Making congratulations cards for starting school. Bake celebration cakes. Make party decorations. Blow up balloons.</p> <p>Being Imaginative and Expressive: Story Sacks and Puppet Theatre, And Teddy Bears' party celebrations.</p> <p>Act out party/celebration using the hall during PE time.</p> <p>Artist Study: Picasso Portraits.</p> <p>Music- Pulse- Links with PE making long and short sounds with their voices and following a conductor to stop and start. Record and watch.</p> <p>Level 1 Phonics- Voice Sounds and body percussion.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p>Key Vocabulary: hygiene, healthy, sanitise, COVID, good health, safety, colour, monster, teamwork, creativity.</p>	<p>Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton.</p>	<p>Key Vocabulary: school, routines, resilience, values, sequence, healthy, diet, families, imitate.</p>	<p>Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line.</p>	<p>Key Vocabulary: subitising, 2d shapes, counting, Numicon, Rekenreks, 10 frame, relationships, compare, number bonds.</p>	<p>Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families.</p>	<p>Key Vocabulary: tools, comparing, instruments, imagination, roles, techniques, creative</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>