

Year N Medium Term Plan: Autumn 1 2023

		<u>Week 1:</u> Monday 4 th September - Friday 8 th September	<u>Week 2:</u> Monday 11 th - Friday 15 th September	<u>Week 3:</u> Monday 18 th September - Friday 22 nd September	<u>Week 4:</u> Monday 25 th September - Friday 29 th September	<u>Week 5:</u> Monday 2 nd October to Friday 6 th October	<u>Week 6:</u> Monday 9 th October -Friday 13 th October	<u>Week 7:</u> Monday 16 th October - Friday 21 st October
Holiday Dates		Half Term Holiday: Monday 23 rd October to Friday 27 th October 2023						
Festivals and Celebrations/ Diary dates		Friday 1 st September - INSET Monday 4 th September - INSET	Rosh Hashanah (15 th to 17 th)	Yom Kippur (24 th to 25 th)	Milad un Nabi/Mawlid (27 th)	Black History Month		
Learning Theme		Me and My world						
Weekly Theme		Me and my family		Owl Babies		Wow said the Owl Colour Exploration		Autumn/Harvest
Main Text		This is me!		Owl Babies		Wow said the Owl		Leaf Man by Eloise Ehlert
Adult- Led activity	Indoor Focus:	PSED: Settling in (new children) and EAD: First portraits (returning children)	EAD: First Portraits Literacy: Name writing	PD: Fine Motor: Making Pom-Pom owls	PD: Gross Motor collecting leaves and sticks on a walk to make an owl nest	EAD: Making a rainbow	EAD: Colour mixing handprints	PD: fine motor Making a leaf person/animal
	Outdoor Focus	PSED: Settling in (new children)	PSED: rules and boundaries	PD - Gross Motor LO: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills	PD: Gross Motor LO: Skip, hop, stand on one leg and hold a pose for a game like musical statues.	PD: Gross Motor LO: Use large- muscle movements to wave flags and streamers, paint and make marks.	PD: Gross motor LO: Start taking part in some group activities which they make up for themselves, or in teams: What's the time Mr Wolf	PD: Gross Motor skills LO: Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

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Communication and Language (Circle time)

Daily Story-time
Our favourite stories
Children to bring in their favourite books to share

LO: Core: I can enjoy listening to longer stories and can remember much of what happens.

Nursery rhymes
LO:
Core: I am beginning to know many rhymes

All about me/Family songs
LO:
Core: I am beginning to be able to sing a large repertoire of songs.

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Our favourite stories
Children to bring in their favourite books to share

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All about me/Family songs
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Daily Story-time
Owl babies and Owl stories

LO:
Core: I can begin to enjoy listening to longer stories and can remember much of what happens.

Nursery rhymes
LO:
Core: I am beginning to know many rhymes

Owl songs
LO:
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Daily Story-time
Owl babies and Owl stories

LO:
Core: I can begin to enjoy listening to longer stories and can remember much of what happens.

Nursery rhymes
LO:
Core: I am beginning to know many rhymes

Owl songs
LO:
Core: I am beginning to be able to sing a large repertoire of songs.

Daily Story-time
Colour stories

LO:
Core: I can begin to enjoy listening to longer stories and can remember much of what happens.

Nursery rhymes
LO:
Core: I am beginning to know many rhymes

Colour songs
LO:
Core: I am beginning to be able to sing a large repertoire of songs.

Daily Story-time
Colour stories

LO:
Core: I can begin to enjoy listening to longer stories and can remember much of what happens.

Nursery rhymes
LO:
Core: I am beginning to know many rhymes

Colour songs
LO:
Core: I am beginning to be able to sing a large repertoire of songs.

Daily Story-time
Autumn/Harvest stories

LO:
Core: I can begin to enjoy listening to longer stories and can remember much of what happens.

Nursery rhymes
LO:
Core: I am beginning to know many rhymes

Autumn/Harvest songs
LO:
Core: I am beginning to be able to sing a large repertoire of songs.

Personal, Social and Emotional Development (JIGSAW)

See additional planning

Week 1: Being Me in My World: Who me?
LO:
Core: I understand how it feels to belong and that we are similar and different

Week 2: Being Me in my World: How am I feeling today?
LO:
Core: I understand how feeling happy and sad can be expressed

Core: I can talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Week 3: Being me in my world: Being at Nursery and Pre-school
LO:
Core: I can work together and consider other people's feelings

Core: I can understand gradually how others might be feeling.

Week 4: Being me in my world: Gentle Hands
LO:
Core: I can use gentle hands and understand that it is good to be kind to people

Week 5: Being Me in my world: Our Rights
LO:
Core: I am starting to understand children's rights and this means we should all be allowed to learn and play

Week 6: Being me in my world: Our responsibilities
LO:
Core: I am learning what being responsible means
Core: I can increasingly follow rules, understanding why they are important.
Core: I can remember rules without needing an adult to remind them.

Circle Time: Friendship/feelings
LO:
Core: I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.

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Physical Development: Gross Motor skills	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can choose the right resources to carry out their own plan Building with large construction resources outside	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can choose the right resources to carry out their own plan Building with large construction resources outside	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can skip, hop, stand on one leg and hold a pose for a game like musical statues.	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can use large-muscle movements to wave flags and streamers, paint and make marks.	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can start taking part in some group activities which I make up for myself, or in teams: What's the time Mr Wolf	<u>General skills</u> <u>LO:</u> <u>Core:</u> I can match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width: Obstacle course building
	<u>Introduce: Daily Activ8: weeks 1-6</u> <u>LO: Core</u> I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>: Daily Activ8: Weeks 7-12</u> <u>LO:</u> <u>Core:</u> I can increasingly be Core able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 13-18</u> <u>LO:</u> <u>Core:</u> I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: weeks 19-24</u> <u>LO:</u> <u>Core:</u> I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 25-30</u> <u>LO:</u> <u>Core:</u> I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Daily Activ8: Weeks 31-36</u> <u>LO:</u> <u>Core:</u> I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<u>Cosmic Yoga</u> <u>LO:</u> <u>Core:</u> I can increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Physical Development: Fine Motor skills	<u>Introduce Dough Disco</u> <u>LO: Core</u> I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO: core</u> I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO: Core</u> I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO: Core</u> I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO: Core</u> I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO: Core</u> I can use one-handed tools and equipment	<u>Dough Disco</u> <u>LO: Core</u> I can use one-handed tools and equipment
Literacy (Reading)	<u>This is Me!</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Good sitting	<u>This is Me!</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Good sitting	<u>Owl babies</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Good listening	<u>Owl Babies</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Good listening	<u>Wow said the owl</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Questioning: Who	<u>Wow said the owl</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Questioning: What	<u>Leaf man</u> <u>LO:</u> <u>Core:</u> I can engage in extended conversations about stories, learning new vocabulary. Focus: Questioning: Where

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Literacy (Writing)	<u>Recognising and finding first letter in name</u> (pointing to letter on name card) LO: Core: I can write some or all of the letters in my name	<u>Recognising and finding first letter in name</u> (Magnetic letters) LO: Core: I can write some or all of the letters in my name	<u>Writing first letter of name</u> (with finger in sand trays) LO: Core: I can write some or all of the letters in my name	<u>Writing first letter of name</u> (with lolly stick in sand) LO: Core: I can write some or all of the letters in my name	<u>Writing first letter of name</u> (with paintbrush in salt) LO: Core: I can write some or all of the letters in my name	<u>Writing first letter of name</u> (with cotton bud in paint) LO: Core: I can write some or all of the letters in my name	<u>Writing first letter of name</u> (with whiteboard and pen) LO: Core: I can write some or all of the letters in my name
Mathematics (Number)	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5. <u>Five Little Ducks Song</u> LO: Core: I can show 'finger numbers' up to 5.	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5. <u>Ordering skills</u> Ordering numbers up to 5 and 10 Lo: Core: I can say one number for each item in order: 1,2,3,4,5 and I can order numerals	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5. <u>Number recognition skills</u> (recognising numbers in sequence and out of sequence) LO: Core I can experiment with my own symbols and marks as well as numerals. I can recognise some numerals (up to 5)	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5. <u>Number recognition skills</u> (recognising numbers in sequence and out of sequence) LO: Core I can experiment with my own symbols and marks as well as numerals. I can recognise some numerals (up to 5)	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5 <u>Matching numeral to quantity skills</u> LO: Core: I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5 <u>Matching numeral to quantity skills</u> LO: Core: I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5	<u>Intro: Counting forwards and backwards</u> LO: Core: I can Recite numbers past 5 <u>Recap: Ordering skills</u> <u>Number recognition skills</u> <u>Matching numeral to quantity skills</u> LO: Core I can say one number for each item in order: 1,2,3,4,5 and I can order numerals I can experiment with my own symbols and marks as well as numerals. I can recognise some numerals (up to 5) I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

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