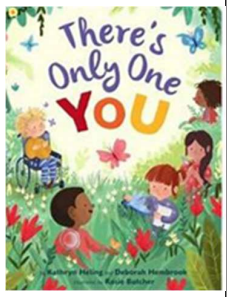
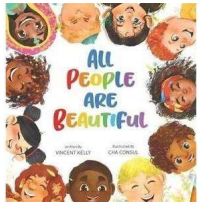
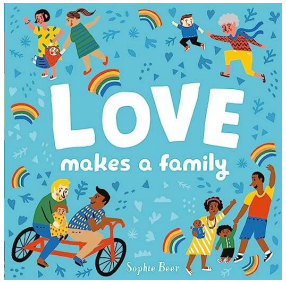
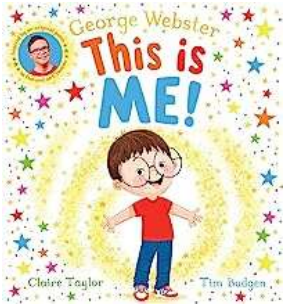
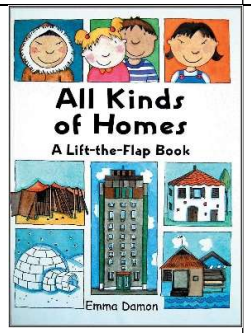
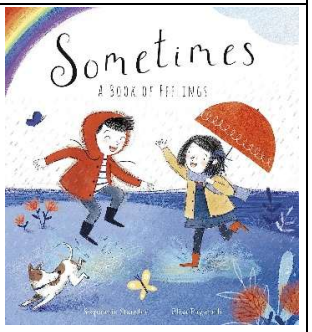
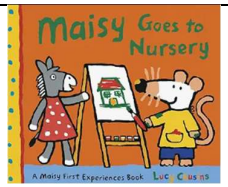
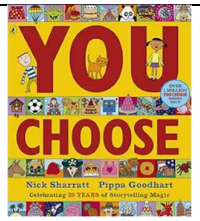
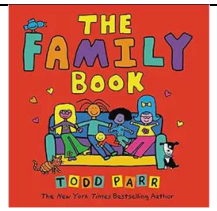
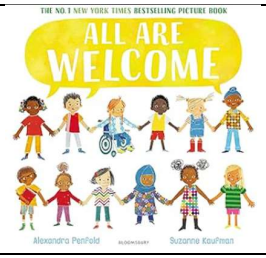
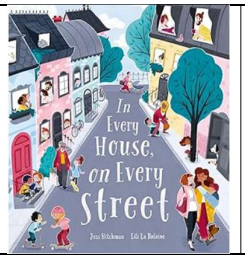
Autumn 1 Medium Term Plan-All about me						
Key Dates						
Possible school visits/Enhancements 11 before 11						
Parent Partnership						
Week	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Theme	**Welcome**	**Me**	**My family**	**Uniqueness**	**Homes**	**Feelings and emotions**
Focus Text						
Vocabulary	**Week 1 Welcome** together beginning help friends	**Week 2- Me** me you special like dislike	**Week 3- My family** Family Mummy Daddy Brother Sister Grandparent	**Week 4- Uniqueness** same different	**Week 5- Homes** house flat similar	**Week 6- Feelings and emotions** Happy Sad Angry Worried Scared Excited
Area of learning						
Communication and Language **Speaking** **Listening, Attention and Understanding**	I am able to communicate my basic needs with unfamiliar adults. Adults to focus on ensuring children are settled (no particular activity should permeate throughout the setting)	I am learning to talk about the things that I like and dislike Circle time, adult to capture the child's voice – have some provocative items in the centre to help them.	I am learning to talk about people who are special to me. Use the home visit info/transition info to talk to children about their family .	I am learning to talk about things that are the same and things that are different. (people) Allow children to observe and discuss differences they see.	I am learning to describe similarities and differences. (environment) Ask families to share a photo of their home make a class collage of where the children live.	I am learning to talk about the way I feel Feely bag of emotions pebbles/cards.

PSED **Managing self** **Building relationships**	I am learning new routines. Use a visual timetable with all children to establish a daily routine	I am learning that I am an individual Talk about things children like and dislike	I am learning that not all families look like my own. Look at photos of different families.	I am learning that others are special and unique (See CLL)	I am learning that families live in different homes to my own. (see CLL)	I am learning to identify my feelings. Colour monster circle time
Physical Development **Fine Motor** **Gross Motor**	I can skip, hop, stand on one leg- games I am showing a preference for a dominant hand	I can skip, hop, stand on one leg- games I am showing a preference for a dominant hand	I can skip, hop, stand on one leg- games I am showing a preference for a dominant hand	I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb I am showing a preference for a dominant hand	I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb I am showing a preference for a dominant hand	I can use fundamental movement skills: roll, crawl, walk, jump, run, hop, skip, climb I am showing a preference for a dominant hand
Literacy **Comprehension** **Word reading** **Writing**	**LitUnComprehension** Experience a variety of stories to enable children to be immersed in story language, contexts, events, characters, profiles/feelings etc.					
	Word Reading/Phonics Aspect 1 – Environmental Sounds (see phonic plan) I can recognise my name Find opportunities for children to identify their own name: Peg labels. Drinks bottles Wellington boots.					
	I am learning to ascribe meaning to the marks I make. Give children lots of opportunities to make marks over the term					
Understanding the world **Past and present**	I am learning about my own life story and what has happened in my own family	I am learning about my own life story and what has happened in my own family	I am learning about others' lives and how these may differ to my own.			

Understanding the world **People, culture and communities**					I am learning to explore and talk about my immediate environment	
Understanding the world **The natural world**						
Expressive arts and design **Creating with materials** **Being imaginative and expressive**	Sing songs such as Head shoulders knees and toes.	I am learning to explore, use and refine a variety of artistic effects Paint a self portrait	Use tools to create a desired effect. Draw a picture of someone special to them.	I am learning to create something collaboratively Children to make a collage using their handprints and footprints	I am learning to join materials. Junk modelling homes	I am learning to explore colour and colour mixing Explore colour linked to emotion.
Role play ideas	Home corner					
Other texts you may wish to read during story time during this topic						
Forest School	Term 1 of Forest school time is about establishing boundaries. Not a stick (read the book and ask children to use their imagination)					
Climate Curriculum	Pupils know that they can make choices that promote positive changes they may take part in activities that promote these changes ie (walk to school days, no electricity days(CC) Know about and really observe nature. (CC) ***Below are Climate curriculum statements that are ongoing and can lend themselves to learning in the EYFS generally Please highlight the learning statements as you cover them.*** Pupils gather a range of positive and playful experiences in nature that stimulate their natural curiosity.					

	Pupils learn songs and rhymes about nature and regularly sing them in natural outdoor spaces. Pupils can choose their favourite natural spaces or items when in their outdoor space. Pupils recycle food packaging from home in their artwork. Pupils have the opportunity to use their five senses to explore the natural world. Pupils experience and observe a range of weather patterns. Pupils can make observations on the days weather. Gain a growing vocabulary including words such as rain, wind, snow, ice, sun, cold, hot. Pupils spend time outdoors interacting with trees (climbing, gazing, hiding) Pupils take part in actions that positively impact our planet. Pupils are read stories with positive actions and futures. Pupils develop a positive relationship with nature. Pupils spend mindful time in nature listening to different sounds.