


EYFS Autumn 1 MTP - Marvellous Me!

	<p><b><u>Week 1</u></b> <b><u>Transition</u></b> <b><u>(3 days)</u></b></p>	<p><b><u>Week 2</u></b></p>	<p><b><u>Week 3</u></b></p>	<p><b><u>Week 4</u></b></p>	<p><b><u>Week 5</u></b></p>	<p><b><u>Week 6</u></b></p>	<p><b><u>Week 7</u></b></p>	
<p style="text-align: center;"><b>Christian Value- Love</b> <b>'Together we Love, Learn and Flourish'</b></p> <p style="text-align: center;"><b>I wonder... how do I feel? Who am I? Are all families the same? How is the world changing around me?</b></p>								
<p style="text-align: center;"><i>Children consider what makes them special and unique. They will learn about friendship and making the right choices. They will build confidence to follow the rules in the setting, take responsibility and build independence. They will initiate conversations with others and develop their creativity through a range of media and materials. Children will begin to learn and use all single sounds to begin orally blending CVC words ready for reading.</i></p>								
<p style="text-align: center;"><b>Key dates</b> <i>Black History month- October</i> <i>Yom Kippur - Jewish Holy Day - 11<sup>th</sup>-12 Oct</i> <i>Sukkot - Jewish Harvest Festival - 16<sup>th</sup>-23<sup>rd</sup> October</i> <i>Harvest Festival - Celebrated as a school - service to be held at St Mary's Church</i></p>				<p style="text-align: center;"><b>Key Experiences/Visits/Visitors</b> Ark Church Sessions Fire fighter Visit- Keeping Safe Library visit Forest School- Autumn</p>				
<p style="text-align: center;"><b>Assessment</b> <i>RECEPTION BASELINE - National</i> In house Baseline for any new starters not already been at setting</p>				<p style="text-align: center;"><b>Parental Involvement</b> ClassDojo-Photo collages linked to fab5 texts, sharing phonics/reading info. Parents welcome meeting &amp; evening to discuss settling in, next steps.</p>				
<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> </ul>	<p><i>Building confidence to join in with the group - singing the welcome song and rhymes, engaging in active story times</i> <i>Listen to stories with increasing confidence and engagement</i> <i>Share their ideas about likes/dislikes</i> <i>Use full sentences when talking to others</i> <i>Build confidence to respond to peers</i> <i>Develop repertoire of nursery rhymes, joining in more confidently</i></p>			<p><i>Respond within group situation with increasing confidence</i> <i>Share ideas confidently to the group</i> <i>Talk in full sentences</i> <i>Explain their ideas and thinking</i> <i>Show confidence when reciting and singing a range of nursery rhymes. Ask questions</i></p>			<ul style="list-style-type: none"> <li>➤ <i>Story &amp; poem/rhyme time (fab 5 texts)</i></li> <li>➤ <i>Singing sessions with Ruth &amp; Steve</i></li> <li>➤ <i>Register time</i></li> <li>➤ <i>Dough Disco/Painted Bodies/Squiggle Wiggle</i></li> <li>➤ <i>Staff modelling through provision</i></li> </ul>	
<p><b>Personal Social, Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building resilience</li> </ul>	<p><i>Build understanding of the rules of the setting</i> <i>Confidently leave main carer</i> <i>Become accustomed to the setting/environment</i> <i>Show awareness of the routines of the day</i> <i>Feel a sense of belonging to their group and class</i> <i>Talk about feelings</i> <i>Talk about foods and keeping clean</i></p>			<p><i>Embed class promises</i> <i>Learn about a range of emotions and how these might be displayed</i> <i>Think about how to manage strong emotions</i> <i>Follow rules and routines confidently</i> <i>Consider strategies to negotiate with peers</i> <i>Consider how to stay healthy - sleep, food, cleanliness, screen time etc</i></p>			<ul style="list-style-type: none"> <li>➤ <i>Circle Time</i></li> <li>➤ <i>Staff modelling own feelings through provision</i></li> <li>➤ <i>Staff modelling how to manage own feelings and talk children through these</i></li> </ul>	

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<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Gross motor skills</li> <li>Fine motor skills</li> </ul>	<p><i>Build trusting relationships</i></p> <p><i>Ensure children have good levels of well-being and involvement to be ready to learn.</i></p>	<p><b>Gross Motor</b> PE- Movement and using space</p> <p><b>Fine motor</b> Loose parts Peg boards portraits Health Focus: handwashing</p>	<p><b>Gross Motor</b> PE- Movement and using space</p> <p><b>Fine motor</b> Cutting skills - range of materials to cut with patterns to follow/ Tweezers - pincer grips Health focus: Toilet hygiene</p>	<p><b>Gross Motor</b> PE- Movement and using space</p> <p><b>Fine motor</b> Split pin activities</p> <p>Health focus: toothbrushing</p>	<p><b>Gross Motor</b> PE- Movement and using space</p> <p><b>Fine motor</b> Pincer grip activities such as peg boards</p> <p>Health focus: Screen time</p>	<p><b>Gross Motor</b> PE- Movement and using space</p> <p><b>Fine motor</b> Mark making in foam etc</p> <p>Health focus: Sleep</p>	<p><b>Gross Motor</b> PE- Movement and using space</p> <p><b>Fine motor</b> Threading leaves</p> <p>Health focus: Relaxing</p>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word reading</li> <li>Writing</li> <li>Handwriting RWI</li> </ul>	<p><i>Build trusting relationships</i></p> <p><i>Ensure children have good levels of well-being and involvement to be ready to learn.</i></p>	<p>Daily RWI - Set 1 sounds</p> <p>FS1-phonics - Fred Games and initial sounds/rhyming games</p> <p><b>Key Text: Colour Monster</b> Labelling/ names</p>	<p>Daily RWI - Set 1 sounds</p> <p>FS1-phonics - Fred Games and initial sounds/rhyming games</p> <p><b>Key Text: But Martin</b> Guided simple sentence I am...</p>	<p>Daily RWI - Set 1 sounds</p> <p>FS1-phonics - Fred Games and initial sounds/rhyming games</p> <p><b>Key Text: The Family Book</b> Labelling family members</p>	<p>Daily RWI - Set 1 sounds</p> <p>FS1-phonics - Fred Games and initial sounds/rhyming games</p> <p><b>Key Text: The Enormous Potato Talk4Writing</b> Labelling/ names Initial sounds</p>	<p>Daily RWI - Set 1 sounds</p> <p>FS1-phonics - Fred Games and initial sounds/rhyming games</p> <p><b>Key Text: The Enormous Potato Talk4Writing</b> Story maps</p>	<p>Daily RWI - Set 1 sounds</p> <p>FS1-phonics - Fred Games and initial sounds/rhyming games</p> <p><b>Key Text: Handa's Surprise</b> Labelling Handa's fruit Matching words and pictures</p>
<p><b>Talk for Writing</b></p>	<p><i>Children take part in a different Talk for Writing project each half term. A creative hook is introduced to capture our children's excitement. We then read the text together, creating actions and a class story map to help with the imitate stage.</i></p> <p><i>We innovate texts by changing aspects as a class before children are encouraged to make their own changes and invent their own pieces of writing in the summer term. The progression throughout the year gives our children the skills to become imaginative and confident story tellers and writers, with a bank of text types and structures.</i></p> <p><b>Autumn 1 Key text- The Enormous Potato</b></p>						
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical patterns (NCETM 5-10 min extra maths F2)</li> </ul>	<p><i>Build trusting relationships</i></p> <p><i>Ensure children have good levels of well-being and involvement to be ready to learn.</i></p> <p><b>RECEPTION BASELINE</b></p>	<p>Counting rhymes &amp; games count by rote to 5/ 10/ 20.</p> <p>5 min maths: Subitise 1, 2 &amp; 3</p> <p><b>RECEPTION BASELINE</b></p>	<p>WRM- Comparison 1 More than, fewer than, same</p> <p>WRM- Match, Sort &amp; Compare 5 min maths: careful counting to 5, how many? Including sounds.</p> <p><b>RECEPTION BASELINE</b></p>	<p>WRM- Comparison 1 More than, fewer than, same</p> <p>WRM - Match, Sort &amp; Compare 5 min maths: parts of 2 &amp; 3</p>	<p>WRM-Pattern 1 Explore Repeats</p> <p>WRM - Talk about measure &amp; patterns 5 min maths: Subitise 3/patterns of 4</p>	<p>WRM- Pattern 1 Explore Repeats</p> <p>WRM - Talk about measure &amp; patterns 5 min maths: Subitise 3/patterns of 4</p>	<p>WRM- Counting 1 Hear &amp; say number names</p> <p>WRM - It's me, 123</p> <p>5 min maths: more than/fewer than</p>

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<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Past and present</li> <li>• People, culture and communities</li> <li>• The Natural world</li> </ul>	<p><i>Build trusting relationships</i></p> <p><i>Ensure children have good levels of well-being and involvement to be ready to learn.</i></p>	<p><i>Colour monster's feelings- sharing of experiences</i></p> <p><i>Map my classroom- Where is your favourite place to learn? How do we look after the classroom? Choose, use, put away routines.</i></p>	<p><i>What am I like? My Body - hair, eyes etc</i></p> <p><i>My birthday- Class birthday displays</i></p>	<p><i>I wonder, are all families the same? My family pictures &amp; discussions - compare with others</i></p> <p><i>F1- who lives in your house? Who is special to you?</i></p>	<p><i>Celebrating Harvest...</i></p> <p><i>Senses- harvest veggies</i></p> <p><i>Veggie soup</i></p>	<p><i>Where others live around the world- Handa's Surprise Africa, maps &amp; globes</i></p> <p><i>Developing awareness of different countries &amp; cultures through story</i></p> <p><i>Fruit investigations using senses- Matching smells Taste testing Texture sorting</i></p>	<p><i>Autumnal walk - Understanding the elements of the season Autumn</i></p> <p><i>Sorting natural objects, Autumnal loose part play- pine cones, conkers etc.</i></p>
<p><b>Computing</b></p>	<p><i>At St Mary's, we embed computing and technology across our Areas of Learning in Foundation Stage. We recognise how technology can be centred around play based activities that focus on building children's listening skills, curiosity, creativity and problem solving. During both 'busy bee' time and Focus Activity sessions, children have opportunities to draw, write and play games on the Smart Board, explore iPads, take photographs using iPads, investigate mechanical toys, programme bee-bots and watch video clips and listen to music. We ensure children have a purpose for technology in their play and build their confidence with different devices.</i></p> <p><i>As children progress through Reception, we introduce laptops, so children have opportunities to use a computer and a mouse, building the strong start they will need for Computing in Key Stage One.</i></p> <p><i>The skills developed from Computing opportunities in Foundation Stage ensure progression across all other Areas of Learning. We aim to prepare our children for the technological world they live in, with a focus on technology confidence and e-safety awareness.</i></p>						
<p><b>Expressive Art and Design</b></p> <ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>	<p><i>Build trusting relationships. Ensure children have good levels of well-being and involvement to be ready to learn.</i></p>	<p><i>Colour magic- painted hands</i></p> <p><i>Accessing painting &amp; tools with independence</i></p> <p><i>Music: ME! Charanga (A) Games Track F1- Music play Songs, games &amp; Instruments</i></p> <p><i>Poem: Chop Chop</i></p>	<p><i>Felt tips- Line designs &amp; patterns</i></p> <p><i>Jackson Pollock- Paint &amp; Colour</i></p> <p><i>Funky Portraits</i></p> <p><i>Music: ME! Charanga (A) Games Track F1- Music play Songs, games &amp; Instruments</i></p> <p><i>Poem: Shoes</i></p>	<p><i>Wax Crayons- Line designs &amp; Rubbings</i></p> <p><i>Paint mixing skills</i></p> <p><i>Music: ME! Charanga (B) Copycat Rhythm</i></p> <p><i>F1- Music play Songs, games &amp; Instruments</i></p> <p><i>Poem: Breezy Weather</i></p>	<p><i>Pencil/ Portraits</i></p> <p><i>Observational Drawings</i></p> <p><i>Music: Charanga (B) Copycat Rhythm F1- Music play Songs, games &amp; Instruments</i></p> <p><i>Poem: Pointy Hat</i></p>	<p><i>Self-Portraits for display</i></p> <p><i>Frida Kahlo</i></p> <p><i>Music: ME! Charanga (C) High Low F1- Music play Songs, games &amp; Instruments</i></p> <p><i>Poem: 5 Little pumpkins</i></p>	<p><i>Kapow: Artist Link</i></p> <p><i>Music: Charanga (C) High Low F1- Music play Songs, games &amp; Instruments</i></p> <p><i>Poem: Leaves are falling</i></p>
<p><b>Religious education</b></p> <p><b>FS2 children</b></p> <p><b>Why is the word 'God' so important to Christians?</b></p> <p><b>Creation 1</b></p> <p><b>F1- WS Worship/ Godly Play, prayer &amp; key celebrations:</b></p> <p><b>Harvest</b></p>	<p><i>Build trusting relationships. Ensure children have good levels of well-being and involvement to be ready to learn.</i></p>	<p><b>Who is God to you?</b></p>	<p><b>Who is God to others?</b></p>	<p><b>Why is a cross a special symbol for Christians?</b></p>	<p><b>What bible stories do Tom and Tessa hear?</b></p>	<p><b>What happens in Tom and Tessa's church?</b></p>	<p><b>How are Tom and Tessa taught to live their lives?</b></p>