

Autumn 1 2022/2023 – EYFS MTP Planning – All About Me



Communication Language

Nursery

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Sing a large repertoire of songs.
- Use longer sentences of four to six words.

Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Describe events in some detail.
- Develop social phrases.
- Engage in story times.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.

Literacy

Nursery

- Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom

Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Spell words by identifying the sounds and then writing the sound with letter/s.

Maths

Nursery

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Make comparisons between objects relating to size, length, weight and capacity.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Compare length, weight and capacity.

Big Ideas



Understanding the World

Nursery

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Explore how things work.
- Continue to develop positive attitudes about the differences between people.

Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

Personal, Social & Emotional Development

Nursery

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Do not always need an adult to remind them of a rule.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Reception

- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs.

Physical Development

Nursery

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

- Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene





Expressive Art






Nursery

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Explore colour and colour-mixing.
- Remember and sing entire songs.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.

Autumn 1 – All About Me							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Text: Literacy Reception Nursery	Our Class is a Family Baseline Assessment Recognise and copy their name Layout of print	The Colour Monster Baseline Assessment Talk about feelings and how we can regulate ourselves. Recognise and copy/write their name Layout of print/ sequencing of pages	The Colour of Us Baseline Assessment Talk about diversity, what makes us unique. Hear and match initial sounds Discuss what we have read	My Magic Family Baseline Assessment Talk about and draw a picture of their family. Label people in their family. Hear and match/write initial sounds Discuss what we have read	Avocado Baby Sequence the story and talk about what is happening. How have they changed? Add in the missing CVC word. Writing CVC words using taught sounds Recognise and build initial letter of their name	Super Duper You Write missing CVC words to complete sentences about their favourite things. Writing CVC words using taught sounds Recognise and copy initial letter of their name	Writing Assessment piece All About Me – Fill in the missing words e.g. My name is _____. Writing CVC words using taught sounds Recognise and write the initial letter of their name
Maths	Baseline Assessment Counting to 10 and beyond Recite numbers	Baseline Assessment Counting to 10 and beyond Recite numbers	Baseline Assessment Count objects, actions and sounds Recite numbers	Baseline Assessment Count objects, actions and sounds Representing numbers with fingers	Number and Quantity Representing numbers with fingers	Number and Quantity Positions	Number and Quantity Positions
PSED	Introducing and establishing class routines, class rules	Introducing and establishing class routines, class rules	Introducing and establishing class routines, class rules	Introducing and establishing class routines, class rules	Introducing and establishing class routines, class rules	Introducing and establishing class routines, class rules	Introducing and establishing class routines, class rules
PD	Fine motor skills – Pincer grip Placing marbles onto upside down bath mat Daily dough disco Gross motor skills – PE	Fine motor skills – Pincer grip Peg washing onto washing line. Daily dough disco Gross motor skills – PE	Fine motor skills – Pincer grip Cheerio self portraits Daily dough disco Gross motor skills – PE 	Fine motor skills – Pincer grip Threading beads onto pipe cleaners to make breathing sticks. Daily dough disco Gross motor skills – PE	Fine motor skills – Pincer grip Use tweezers to put pom poms onto Numicon Daily dough disco Gross motor skills – PE 	Fine motor skills – Cutting Cut in straight lines to make a sun. Daily dough disco Gross motor skills – PE 	Fine motor skills – Cutting Cut out facial features and make a face Daily dough disco Gross motor skills – PE 
UoW	Science – Our body Text: My Amazing Body Parts: A Human Body LQ: What are the different body parts called? MT: Sing ‘Head’s, Shoulders, Knees and Toes’. Look through pages of the book and discuss what we use parts for. Share ‘Expert Video’ to see body as a skeleton. Activity: Draw around bodies on playground in chalk/large rolls of paper and match labels to the parts. Tweaks/adjustment/challenge Include picture on label	Science – Our body LQ: What do we use different body parts for? MT: Sing ‘My Body’ Song. Look at our body silhouettes from previous session (photographs if chalk) Recap names then match their uses e.g. which body do we use to taste food? Can children think of any other uses? Activity: Blindfold obstacle course. Children set up a ‘safe’ obstacle course. One child wears a blindfold and is guided through the course by	Science – Similarities and Differences Text: Not Like the Others LQ: How are our bodies similar and different? MT: Go through the pictures in the book, spotting the animal that is different. Talk about how even though they all look the same, if you look closely they are all slightly different. Sit in a circle and pull a card out of the bag e.g. my body has 2 legs/my eyes are brown/I have freckles.	RE – Family Text: My Magic Family LQ: What makes people special? See Discovery RE plan	RE – Friends Text: Petal and Nettle: The Big Birthday Surprise LQ: What makes people special? See Discovery RE plan	RE – Role Models LQ: What makes people special? See Discovery RE plan	RE – Jesus (Christianity) LQ: What makes people special? See Discovery RE plan
				History – Family Text: A Handful of Buttons LQ: Who is in my family? MT: Show images on the plasma of my family. Arrange in a family tree. Discuss some of the different families in the text.	Science/History – Change over time Text: Itty Bitty New Born LQ: How has my body changed over time? MT: Show picture of a baby crying and remind that we all started as babies. Discuss how they have changed from the	Geography – Homes Text: Me on the Map. LQ: Where do I live? MT: Read story, talking about each step further out on a map. Find children’s home on google maps. What are their houses like? What	Geography – Homes LQ: What are the homes like in my local area? Show photographs of different homes in the local area e.g. bungalows, flats, semi-detached houses.

	<p>Write label - initial sound/CVC word.</p> <p>CP – Observations of body parts using mirror and magnifying glasses.</p>	<p>the others. Discuss what was difficult about this and how difficult it would be losing their sight.</p> <p>CP – Investigate how hands work and different ways of pocking things up.</p>	<p>Children stand up if the statement is true for them. Discuss that we are similar but also unique.</p> <p>Activity: Roll 'All About Me' dice to answer questions about ourselves. Discuss if it is similar or different to the other children in the group.</p> <p>CP: Compare different skin colours using paint cards.</p>	<p>Activity: Complete a family Tree using photos from home to prompt.</p>	<p>picture of a baby? What have they learned to do?</p> <p>Activity: Sort pictures into categories – baby, child, adult, old person.</p> <p>CP – matching baby animals to their adults.</p>	<p>do you like about where you live?</p> <p>Activity: Trip to local park to learn more about their local environment and what is on offer where they live. Take photos of the park and on return to school draw a map of the park.</p>	<p>Activity: Identify what type of house they live in.</p> <p>Match the name to the picture.</p>
EA	<p>Music – Charanga – Me!</p> <p>Art/DT – Self portrait on ready drawn face outline.</p>	<p>Music – Charanga – Me!</p> <p>Art/DT – Colour Monsters – representing how the children are feeling. Paint blobs on half the page then folded in half to create symmetrical print.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT - Draw a self-portrait considering the colours they use for skin, eyes and hair. Use Colours of the World Crayola crayons for skin tones.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – House collage with drawing of who lives in their house on the back. Have a wide variety of materials for children to stick onto their house.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – All about me pizzas – spreading tomato puree then selecting toppings. Baked in the oven.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Make a paper bag house</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Complete and decorate paper bag house.</p> 