








Autumn 1 2023/2024 – EYFS MTP Planning – All About Me

What Makes Me Special?

Nursery

Autumn 1 – All About Me							
	Week 1 All About Me	Week 2 Friends and Family	Week 3 My Community	Week 4 My Emotions	Week 5 My Senses	Week 6 Autumn	Week 7 Harvest Festival
Text: Literacy	The Kissing Hand Baseline Assessment Use mirrors to make marks to represent themselves – linked to expressive arts activity  Join in with songs and copy actions. Copy sounds, rhythms and tempo.	My Magic Family Baseline Assessment Draw a picture of their family. Encourage the child to make marks to represent words, for example 'that says Mummy'. Recognise and build the initial letter of their name.	Me on the Map Baseline Assessment Notices print in the environment. Makes marks to represent name.	Colour Monster Baseline Assessment Sharing books with an adult. Develop play around stories. Repeat familiar words and phrases from stories. Ask questions about the story.	The Five Senses (non-fiction) School library visit to borrow non-fiction texts. Sharing books with an adult (focus on reading text left to right, top to bottom)	Hello Autumn Hunt around school for print. Autumn mark making – developing control.	The Enormous Turnip Re-create Enormous Turnip story using cut and stick to create mini-book – naming the different parts: - front cover, title,
Maths	Baseline Assessment Number *Do they take part in number rhymes? *Are they starting to use and represent numbers using their fingers? *Can you use counting-like behaviour? *Are they starting to say numbers in sequence?	Baseline Assessment Number *Do you recognise any numbers? *Can you see any numbers in the classroom? *Do you notice a change of amount (up to three objects). *Which is more? *Which is lots? *Which is the same?	Baseline Assessment Spatial Reasoning Skills *Can you climb and squeeze into different types of spaces? *Can you build with different items? *Can you complete an inset puzzle?	Baseline Assessment Comparing quantity /Pattern *Can you compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. *Can you identify any patterns in the classroom? *Can you repeat my pattern? *Create your own pattern?	Recite numbers	Representing numbers with fingers	Positions
PSED	Introducing and establishing class routines, class rules Showing more confidence in new situations. Kissing Hand – first week feelings.	Introducing and establishing class routines, class rules More People to Love Me – who lives in your house? Families can all look	Introducing and establishing class routines, class rules Funny Bones – Friendship recipe. What makes a good friend?	Introducing and establishing class routines, class rules Talk about feelings. Colour Monster – match emotions to the correct	Introducing and establishing class routines, class rules The Five senses – smell (different preferences) smell different items. Do some with blindfolds on to see if the	Introducing and establishing class routines, class rules Autumn – Making hedgehog biscuits. Children take turns to add ingredients and stir the mixture.	Introducing and establishing class routines, class rules Harvest – Taste a range of fruit and veg. Invite children to share and

		different. Compare similarities/differences.		monster. Relate to personal experiences.	children can guess more obvious ones, e.g. toothpaste. Vote on their favourite smell and discuss how we all like and dislike different things.		describe their favourite fruits and vegetables. Support them to express their feelings and consider the feelings of others.
PD	<p>Fine motor skills Funky fingers tuff tray - Use dabbers to dab paint onto heart template.</p> <p>Daily dough disco Gross motor skills – PE</p>	<p>Fine motor skills Funky fingers tuff tray - Thread beads onto a pipe cleaners and/or string to make a friendship bracelet.</p>  <p>Daily dough disco Gross motor skills – PE</p>	<p>Fine motor skills Funky fingers tuff tray – Drive the car from the car park along the mark making tracks (straight, zig zag, wavy line) to reach the houses.</p> <p>Daily dough disco Gross motor skills – PE</p>	<p>Fine motor skills Funky fingers tuff tray - Use tweezers to match the objects to the colours.</p>  <p>Daily dough disco Gross motor skills – PE</p>	<p>Fine motor skills Thread around an ear, mouth, nose, hand, eye to represent the 5 senses. Use fingers or plastic needle.</p> <p>Daily dough disco Gross motor skills – PE</p>	<p>Fine motor skills Funky fingers tuff tray – Hole punch the autumn leaves and thread onto string.</p>  <p>Daily dough disco Gross motor skills – PE</p>	<p>Fine motor skills Funky fingers tuff tray – use tweezers to place conkers on suckers of an upturned bath mat.</p>  <p>Daily dough disco Gross motor skills – PE</p>
UtW	<p>Science/History – Change over time 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 picture of a baby? What have they learned to do? Activity: Sequence pictures on a timeline of humans from baby to elderly adult.</p>	<p>RE – Family LQ: What makes people special? See Discovery RE plan</p> <p>History – Family Text: We All Have Different Families LQ: Who is in my family? MT: Show images on the plasma of my family. Arrange in a family tree. Activity: Complete a family Tree</p>	<p>Geography – Local Area LQ: Where do I live? MT: Recap Funny Bones and what the skeletons had in their local area. Find children’s home on google maps. What are their houses like? What do you like about where you live? Activity: Trip to local park to learn more about their local environment and what is on offer where they live.</p> <p>Observe/take photographs of nature and seasons changing – linked to Autumn</p>	<p>RE – Friends Text: My New Friend LQ: What makes people special? See Discovery RE plan</p>	<p>Science LQ: Which sense did I use? MT: Investigate resources by using different senses. Which sense(s) did you need to use. Use blindfold with children who are comfortable with this to investigate taste, touch, hearing, smell. Explain that when we take away one of the senses – sight the others have to work harder. Orange – taste, touch - chair Pencil – sight, bell - hearing Vinegar – smell Activity – hunt for things for each of the senses. Stick on large sugar paper to display.</p> 	<p>Science LQ: What are the signs of Autumn? MT: Explain that we have just had the season summer. Ask questions about summer. What was the weather like etc? Explain that we are now in Autumn. Briefly talk about some of the changes that we will see in Autumn. Display a range of Autumn inspired pictures designed as a stimulus for talk. Encourage children to talk about what they can see in full sentences. Scribe changes that children can see. Activity: Explore Autumn objects and create loose part play pictures (conkers, leaves, sticks, acorns)</p>	<p>RE LQ: What is Harvest Festival? MT: All about Harvest PowerPoint. Recap PSED activity and explore a range of fruit and vegetables that have been grown on the land in the UK. Activity: Make soup with vegetable grown on the land – potatoes, onion, carrot, turnip etc.</p>
EA	Music – Charanga – Me!	<p>Music – Charanga – Me!</p> <p>Art/DT – Draw the people in their family that live in their</p>	<p>Music – Charanga – Me!</p> <p>Art/DT – Make a lollipop house for a frame for</p>	Music – Charanga – Me!	Music – Charanga – Me!	<p>Music – Charanga – Me!</p> <p>Art/DT – Leaf printing</p>	<p>Music – Charanga – Me!</p> <p>Art/DT – Make a collage scarecrow.</p>

Art/DT – Create self-portraits for 'All About Me' display – linked to Literacy activity



house (make frame next week)



their family picture created the previous week

Add to 'All About Me' display.



Art/DT – Make a colour monster to represent how they feel.

Add a full set to the small world area and to 'All About Me' display.



Art/DT – Create a texture collage, selecting materials that all feel different when touched.



Look at a variety of collected leaves. Discuss the different shapes and patterns we can see.

Use Autumn colours to make leaf prints.



Explore various grains, beans, pasta and seeds – examining them by sight and touch and finding out where they come from and what they are used for.



Outdoor area – make a large scarecrow