












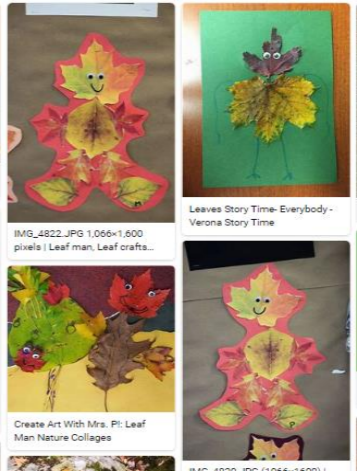
## Autumn 1 2023/2024 – EYFS MTP Planning – All About Me

### What Makes Me Special?

### Reception

Autumn 1 – All About Me							
	Week 1 All About Me	Week 2 Friends and Family	Week 3 Local Community	Week 4 My Emotions	Week 5 My Senses	Week 6 Autumn	Week 7 Harvest Festival
<b>Text:</b>  <b>Literacy</b>	<b>Elmer</b> Baseline Assessment  Use mirrors to draw a picture of themselves – linked to expressive arts activity    Recognise and copy their name	<b>More People to Love Me</b> Baseline Assessment  Draw a picture of their family. Encourage the child to write some words, for example their own name or names of the people in their picture.	<b>Funny Bones</b> Baseline Assessment  Hear and match initial sounds  Match things in the local area from the story to the initial sound e.g. park – p, house – h, tree – t, lamp post – l, bench – b	<b>Colour Monster</b> Baseline Assessment  Hear and match/write initial sounds  Draw a colour monster and label using the initial sound e.g. h for head, a for arm. Challenge – begin to look at CVC words such as sad/red	<b>My Five Senses</b> Baseline Assessment  Reading and match CVC words using taught sounds  Match CVC words to the sense you could use e.g. cat – touch, see, hear. Children to explain the choice they have made e.g. I touch the cat when I stroke it. I hear the cat when it meows. Encourage full sentences.	<b>Ferdie and the Falling Leaves</b>  Build CVC words using taught sounds  Have CVC images on leaves. Children use magnetic letters to make the word and then copy the word to practise writing the word.	<b>The Enormous Turnip</b>  Writing CVC words using taught sounds  Complete the sentences by filling in the missing CVC words.
<b>Maths</b>	Baseline Assessment Number *Can you say your numbers in order? Child recites as far as possible. *Can you read the numbers? Show child numbers 1-5, then 1-10 and beyond. Child identifies and correctly names the number *How many teddies are there? Place an amount of teddies in front of the child. *Can you show me 2,/3/4 with your fingers/on the paper? *Can you match the objects with the numbers? *Can you see any numbers in the classroom? *Can we count steps/claps? Can you clap 3 times?	Baseline Assessment Number *Can you say your numbers in order? Child recites as far as possible. *Can you read the numbers? Show child numbers 1-5, then 1-10 and beyond. Child identifies and correctly names the number *How many teddies are there? Place an amount of teddies in front of the child. *Can you show me 2,/3/4 with your fingers/on the paper? *Can you match the objects with the numbers? *Can you see any numbers in the classroom? *Can we count steps/claps? Can you clap 3 times?	Baseline Assessment Spatial Reasoning Skills  Place teddy in different positions. Ask child, where is teddy? Repeat with different positions. Check language.	Baseline Assessment 2D Shape/Pattern  Show children 2D and 3D shapes. Do you know the names of the shapes? Can you give me the triangle/square? Can you arrange the shapes to make a picture? Can you find any shapes in the classroom?  Can you identify any patterns in the classroom? Can you repeat my pattern? Create your own pattern?	Counting beyond 10	Count objects, actions and sounds	Number and Quantity

	*Do you recognise any numbers?	*Do you recognise any numbers?					
PSED	Introducing and establishing class routines, class rules  Elmer – what makes you special/unique?	Introducing and establishing class routines, class rules  More People to Love Me – who lives in your house? Families can all look different. Compare similarities/differences.	Introducing and establishing class routines, class rules  Funny Bones – Friendship recipe. What makes a good friend?	Introducing and establishing class routines, class rules  Colour Monster – match emotions to the correct monster. Relate to personal experiences.	Introducing and establishing class routines, class rules  The Five senses – Listening Games (using parachute) Children listen to the instruction and follow. Try to link to initial sound e.g. if your name begins with L run under the parachute.	Introducing and establishing class routines, class rules  Autumn – Place Autumn objects on a tray. Go through the objects. Cover the objects and take one away. Can children spot which objects has been removed?	Introducing and establishing class routines, class rules  Harvest – Taste a range of fruit and veg. Invite children to share and describe their favourite fruits and vegetables. Support them to express their feelings and consider the feelings of others.
PD	<b>Fine motor skills</b> Funky fingers tuff tray - Use dabbers to dab paint onto Elmer the Elephant template  Daily dough disco <b>Gross motor skills – PE</b>	<b>Fine motor skills</b> Funky fingers tuff tray - Thread beads onto a pipe cleaners and/or string to make a friendship bracelet.  Daily dough disco <b>Gross motor skills – PE</b>	<b>Fine motor skills</b> 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.  Daily dough disco <b>Gross motor skills – PE</b>	<b>Fine motor skills</b> Funky fingers tuff tray - Use tweezers to match the objects to the colours.  Daily dough disco <b>Gross motor skills – PE</b>	<b>Fine motor skills</b> Thread around an ear, mouth, nose, hand, eye to represent the 5 senses. Use fingers or plastic needle.  Daily dough disco <b>Gross motor skills – PE</b>	<b>Fine motor skills</b> Funky fingers tuff tray – Hole punch the autumn leaves and thread onto string.  Daily dough disco <b>Gross motor skills – PE</b>	<b>Fine motor skills</b> Funky fingers tuff tray – use tweezers to place conkers on suckers of an upturned bath mat.  Daily dough disco <b>Gross motor skills – PE</b>
UtW	<b>Science/History – Change over time</b> <b>LQ: How has my body changed over time?</b> 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.	<b>RE – Family</b> <b>LQ: What makes people special?</b> See Discovery RE plan  <b>History – Family</b> <b>Text: We All Have Different Families</b> <b>LQ: Who is in my family?</b> MT: Show images on the plasma of my family. Arrange in a family tree. Discuss my parents living in different houses when I was young to link to text. Activity: Complete a family Tree	<b>Geography – Local Area</b> <b>LQ: Where do I live?</b> 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.  Observe/take photographs of nature and seasons changing – linked to Autumn	<b>RE – Friends</b> <b>Text: My New Friend</b> <b>LQ: What makes people special?</b> See Discovery RE plan	<b>Science</b> <b>LQ: Which sense did I use?</b> 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	<b>Science</b> <b>LQ: What are the signs of Autumn?</b> 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	<b>RE</b> <b>LQ: What is Harvest Festival?</b> 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>Activity – hunt for things for each of the senses. Stick on large sugar paper to display.</p> 	<p>play pictures (conkers, leaves, sticks, acorns)</p>	
EA	<p>Music – Charanga – Me!</p> <p>Art/DT – Create self-portraits for 'All About Me' display – linked to Literacy activity</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Draw the people in their family that live in their house (make frame next week)</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Make a lollipop house for a frame for their family picture created the previous week</p> <p>Add to 'All About Me' display.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Make a colour monster to represent how they feel.</p> <p>Add a full set to the small world area and to 'All About Me' display.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Create a senses wheel by drawing pictures for each section.</p> <p>Adjustment/tweaks – cut out pictures from magazines and brochures.</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – <b>Leaf Man</b></p> <p>Use leaves to create their own leaf man</p> 	<p>Music – Charanga – Me!</p> <p>Art/DT – Make a puppet scarecrow.</p> <p>Outdoor area – make a large scarecrow</p> 