**MTP –autumn 1- FS1 Marvellous Me**

**The Implementation activity ideas written below are in different colours to link with KS1 subject areas:**

**SCIENCE ART PHYSICAL EDUCATION DESIGN AND TECHNOLOGY HISTORY GEOGRAPHY MUSIC COMPUTING RE/RSHE**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Topic** | **COEL** | **Communication & language**  **(Listening, attention & understanding, speaking)** | **PSED**  **(Self-regulation, Managing self**  **& Building relationships)**  New beginnings | **PHYSICAL**  **(Gross motor & Fine motor)** | **Literacy (Comprehension, Word reading phonics & Writing)** | **MATHEMATICS (Number, Numerical patterns & SSM)** | **UNDERSTANDING THE WORLD**  **(Past & present, People, culture & communities & The natural world)** | **EXPRESSIVE ARTS & DESIGN**  **(Creating with materials, Being imaginative and expressive)** | **Key vocab**  **-Vocab is introduced but then revised to embed.** |
| **WK 1 and WK 2 – 11/9/24** | **Staggered start**  **Starting Nursery Settling into new routines.** | I can make choices about what I want to play with  I can settle into the new routine.  I can play alongside other children.  prompts. | I can listen and respond to simple instructions.  I can identify familiar objects.  I am beginning to build a relationship with adults and children in nursery.  I can talk about my family.  I can talk about how I am feeling, using words as well as actions. | I can, when prompted use the toilet and wash my hands.  I can build constructive and respectful relationships.  I can feel confident to explore the environment with a familiar adult. | I can dress and undress for the toilet.  I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.  I am developing my manipulation and control.  I am exploring different materials and tools. | I enjoy sharing a book with an adult.  I enjoy drawing freely.  I enjoy joining in with stories and rhymes. | I can take part in finger rhymes with numbers, changing the amount of fingers they hold up (not always correct).  I can build with a range of resources.  I can complete inset puzzles.  I can notice patterns and arrange things in patterns.  I can compare. | I can begin to make sense of my own life-story.  I can notice differences between people.  I can explore materials with different properties. | I can explore paint using my fingers and hands.  I can explore paint using brushes and other tools.  I can express ideas and feelings through making marks, and sometimes give meaning to the marks I make.  I am beginning to develop my pretend play, pretending that one object represents another.  I can explore different materials, using my senses to investigate them. I can manipulate and play with different materials.  I can make simple models which express my ideas.  Key skill:  Printing- To press down and lift straight up. | **Names of staff.**  **Routine key words:**  **Toilet**  **Snack time Nursery Garden.** |
| **-Show the visual timetable talk through the basic routine**  **-Planning based on interests of children from getting to know me form.** | **-Hello song at carpet time-**  [**https://www.youtube.com/**](https://www.youtube.com/)  **watch?v=fN1Cyr0ZK9M**  **Rhyme:**  **Humpty Dumpty**  **Old MacDonald had a Farm** | **- Floating role, play alongside children.**  **-Adults to wash hands alongside children, group discussion and share hand washing poster.**  **-Adults to respond to children’s emotions needs to support bond building.** | **- Adults to support with tricky fastenings**  **Using the cars, scooters and tricycles during outdoor play.**  **Exploring malleable materials such as playdough, sand.**  **Using scissors and playdough tools.** | **-Story time at the end of the sessions**  **-Mark making tools in continuous provision.**  **Book: Noisy Farm** | **During snack time sing simple finger rhymes**  **Use a variety of resources such as constructions toys to build with.**  **Jigsaw puzzles.**  **Noticing patterns on dominoes, matching pictures.** | **-All about me booklets**  **-Visual timetable- talk about the school day.**  **-ICT- Class dojo- hatching their egg, changing their monster to make individual.** | **Children printing their handprint for Learning journey.** |  |
| **Wk 3 - 16/9/24** | **All about me** | **I can make choices about what I want to play with.**  **I can settle into the new routine.**  **I can play alongside other children.** | I can understand simple instructions.  I can identify familiar objects and properties.  I can talk to adults and special friends.  I can talk about my family.  I can talk about how I am feeling, using words as well as actions. | I can begin to talk about my emotions eg ‘sad’, ‘happy’ or ‘upset’.  I can, when prompted use the toilet and wash my hands.  I can build constructive and respectful relationships.  I can feel confident to explore the environment with a familiar adult. | I can dress and undress for the toilet.  I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.  I am developing my manipulation and control.  I am exploring different materials and tools. | I enjoy sharing a book with an adult.  I enjoy drawing freely.  I can join in with songs and rhymes. | I can take part in finger rhymes changing the amount of fingers they hold up (not always correct)  I can build with a range of resources.  I can complete inset puzzles.  I can notice patterns and arrange things in patterns.  I can compare. | I can begin to make sense of my own life-story.  I can notice differences between people.  I can explore materials with different properties. | I can explore paint using my fingers and hands.  I can explore paint using brushes and other tools.  I can express ideas and feelings through making marks, and sometimes give meaning to the marks I make.  I am beginning to develop my pretend play, pretending that one object represents another.  I can explore different materials, using my senses to investigate them. I can manipulate and play with different materials.  I can make simple models which express my ideas.  Skills Focus:  Printing- To press down and lift straight up. | **Names of staff.**  **Routine key words:**  **Toilet**  **Snack time Nursery Garden.**  **Emotions, sad, happy, angry.**  **Fair**  **Unfair** |
| **-Show the visual timetable talk through the basic routine**  **-Planning based on interests of children from ‘getting to know me form’.** | **-Hello song at carpet time-**  **-Share ‘All About Me books’ and talk about the things we like and how it makes us feel.**  **Rhyme:**  **Wind the Bobbin Up**  **Old MacDonald had a Zoo** | **- Floating role, play alongside children.**  **-Adults to wash hands alongside children, group discussion and share poster.**  -**-Adults to respond to children’s emotions needs to support bond building.**  **Think about our new value:**  **Be Kind** | **- Adults to support with tricky fastenings**  **Using the cars, scooters and tricycles during outdoor play.**  **Exploring malleable materials such as playdough, sand.**  **Using scissors and playdough tools.** | **-Story time at the end of the sessions**  **-Mark making tools in continuous provision.**  **Super Sounds: Dear Zoo**  **Listening games.** | **During snack time sing simple finger rhymes.**  **Use a variety of resources such as constructions toys to build with.**  **Jigsaw puzzles.**  **Noticing patterns on dominoes, matching pictures.** | **-All about me booklets**  **--Visual timetable- talk about the school day**  **Loose parts play (adult to comment on the different materials).** | **Hand print**  **Painting their faces for display. – start with correct skin colour. Use mirrors to talk about what we look like.** |  |
| **WK 4- 23/9/24 - First full week with all attending** | **My family** | I can make choices about what I want to play with  I can settle into the new routine.  I can find toys that I am familiar with.  I can ask for help when I have a problem. | I can listen to and sometimes join in with familiar nursery rhymes.  I can follow simple instructions.  I can listen to other people’s talk with interest (but can be easily distracted by other things).  I can talk to my teachers and special friends.  I can talk about my family.  I can talk about how I am feeling, using words as well as actions.  I can link 4 words together. | I can begin to show effortful control e.g. waiting for a turn instead of snatching.  I can use resources with help when needed.  I can begin to manage my emotions.  I can begin to talk about my emotions e.g. ‘sad’, ‘happy’ or ‘upset’.  I can, when prompted use the toilet and wash my hands.  I can build constructive and respectful relationships.  I can play with increasing confidence on my own.  I can feel confident to explore the environment with a familiar adult.  I can increasingly follow nursery rules. | I can climb steps- 2 feet to 2 feet.  I can push myself when on a trike.  I can dress and undress for the toilet. | I enjoy sharing a book with an adult.  I can repeat words and phrases from familiar stories.  I enjoy drawing freely.  I can add some marks to my drawings, and give meaning to. For example: ‘That’s my mummy.’  I can begin to make marks to represent my name. | I can take part in finger rhymes changing the amount of fingers they hold up (not always correct).  I can count in every day contexts, sometimes skipping numbers.  I can recognise when there is one or two objects.  I can compare sizes, using gesture and simple language – bigger/little/smaller.  I can complete inset puzzles. | I can identify members of my family.  I can notice differences between people.  I can explore materials with different properties. | I can explore paint using my fingers as well as brushes and other tools.  I can make marks intentionally.  I can manipulate and play with different materials.  I can join in with songs and rhymes, making some sounds.  I can explore a range of instruments and play them in different ways.  Skills focus:  Poster paint- how to load & then wash brushes in between two colours. | **Family**  **Parents**  **Mum**  **Dad**  **Son**  **Daughter**  **Brother**  **Sister**  **Grandma**  **Grandad**  **Aunt**  **Uncle**  **Cousin**  **Baby** |
| **Talk about the visual timetable.**  **Model choose it, use it, put it away.** | **-Ask children to find or get toys that they are familiar with.**  **-Look at ‘All about Me’ booklets, and talk about who is in their family and what their favourite things are.**  **-Play circle games that highlight how we are similar and different.**  **Sing Hello song to learn names**  **Rhyme: Incy Wincy Spider**  **Old MacDonald had a Zoo** | **-Read the invisible string story**  **-Look at all about me booklets**  **-Self-portraits**  **-Identify children who need additional support- baseline observations & spotlighting.** | **Outdoor provision- trikes.**  **Complete baseline for Physical**  **Exploring malleable materials.**  **Using scissors** | **-Adults to encourage children to put their name on any work/ creations.**  **Listening games and sharing stories.**  **Super Sounds: Walking Through the Jungle)**  **Book: The Invisible String** | **Finger number rhymes**  **Counting how many people are here today.**  **Variety of chunky wooden puzzles.**  **Counting in different contexts (hops/skips/jumps)**  **Comparing sizes of different obects using correct language (bigger/smaller).**  **Begin to subitise up to 2.** | **-Visual timetable- talk about the school day**  **Begin Forest School – talk about the apple tree and use the apple picker to collect the fruits.**  **Circle time: Talk about who is in our families.**  **Loose parts play (adult to comment on the different materials).** | **Continue with Self- Portrait**  **Playing the musical instruments – playing loud and quiet.**  **Playing instruments to accompany nursery rhymes.** |  |
| **Wk 5 - 30.9.24** | **Healthy Me** | I can make choices about what I want to play with.  I can settle into the new routine.  I can play alongside other children.  I can sort materials with photo prompts.  I can ask for help when I have a problem. | I can listen to and sometimes join in with familiar nursery rhymes.  I can understand simple instructions  I can listen to other people talk with interest, but can be easily distracted by other things.  I can talk to my teachers and special friends.  I can talk about my family.  I can start to develop a conversation, jumping form topic to topic.  I can make some healthy choices. | I can begin to show effortful control e.g. waiting for a turn instead of snatching.  I can use resources with help when needed.  I can begin to talk about my emotions e.g. ‘sad’, ‘happy’ or ‘upset’.  I can when prompted, use the toilet and wash my hands.  I can build constructive and respectful relationships.  I can play with increasing confidence on my own.  I can feel confident to explore the environment with a familiar adult. | I can climb steps- 2 feet to 2 feet.  I can push myself when on a trike.  I can dress and undress for the toilet.  I can jump with both feet off the ground at the same time.  I can explore different materials and tools.  I can develop my manipulation and control, for example tearing paper. | I enjoy sharing a book with an adult.  I can repeat words and phrases from familiar stories.  I enjoy drawing freely.  I can begin to make marks to represent my name. | I can take part in finger rhymes changing the amount of fingers they hold up (not always correct)  I can count in every day contexts (sometimes skipping numbers).  I can compare sizes, weight, using gesture and simple language (bigger/little/smaller, high/low, tall, heavy).  I can begin to count 1:1  I can notice when a number of objects change.  I can complete inset puzzles. | I can identify members of my family.  I can notice differences between people.  I can collect produce from the trees and plants, clear away any rotten foods. | I can make marks intentionally.  I can explore different materials, using all my senses to investigate them.  I can manipulate and play with different materials.  I can join in with songs and rhymes, making some sounds.  I can explore a range of instruments.  I can use objects as representations in pretend play, e.g. hold a wooden block to my ear and pretend it is a telephone. | **Healthy**  **Unhealthy**  **Grow**  **Strong**  **Teeth**  **Toothbrush** |
| **Talk about what happens at nursery refer to the visual timetable.**  **Model choose it, use it, put it away.** | **-Nursery rhyme- 5 little monkeys**  **-The importance of brushing our teeth.**  **-Thinking about healthy food and drinks.**  **Rhyme:**  **The Wheels on the Bus** | **Circle time- model phrases to take turns and using sand timers.** | **Outdoor provision- trikes, introduce mud kitchen, sand pit.** | **-Adults to encourage children to put their name on any work/ creations**  **Listening games.**  **Sharing stories.**  **Book: Car,Car, Truck, Jeep** | **Finger number rhymes**  **Counting how many people are here today**  **Variety of chunky wooden puzzles.**  **Beginning to count objects 1:1 (up to 4)**  **Subtising.** | **Link to healthy choices - Use apple picker to collect apples- talk about needing to wash them to make sure no bugs and checking that they are not rotten.** | **Music time- whole class session how to respect instruments making loud & quiet sounds.**  **Staff model representative play with objects.**  **Handprints.** |  |
| **Wk 6 – 7/10/24** | **I am Growing** | I can make choices about what I want to play with.  I can play alongside other children.  I can sort materials with photo prompts.  I can ask for help when I have a problem. | I can listen to and sometimes join in with familiar nursery rhymes.  I can understand action words by pointing to the correct picture in the book.  I can listen to other people’s talk with interest (but can be easily distracted by other things).  I can talk to my teachers and special friends.  I can speak using simple sentences sometimes using the connective ‘and’.  I can start to develop a conversation, jumping form topic to topic.  I can talk about how I am feeling, using words as well as actions. | I can begin to show effortful control e.g. waiting for a turn instead of snatching.  I can use resources with help when needed.  I can begin to manage my emotions.  I can begin to talk about my emotions e.g. ‘sad’, ‘happy’ or ‘upset’.  I can when prompted, use the toilet and wash my hands.  I can build constructive and respectful relationships.  I can play with increasing confidence on my own, and with other children.  I can feel confident to explore the environment with a familiar adult. | I can climb steps - 2 feet to 2 feet  I can push myself when on a trike  I can dress and undress for the toilet.  I can jump with both feet off the ground at the same time.  I can explore different materials and tools.  I can develop my manipulation and control, for example tearing paper.  I can hold scissors sometimes with two hands to make snips in the paper | I enjoy sharing a book with an adult.  I can repeat words and phrases from familiar stories.  I can ask questions about a book.  I can begin to develop a narrative using props about a book I have read.  I can notices some print, such as the first letter of my name.  I enjoy drawing freely.  I can begin to make marks to represent my name | I can take part in finger rhymes changing the amount of fingers they hold up (not always correct)  I can react to changes of amount in a group of up to 3 items.  I can count in every day contexts, sometimes skipping numbers.  I can verbally count to 5.  I can compare sizes, weights etc. using gesture and simple language – bigger/little/smaller, high/low, tall, heavy.  I can complete inset puzzles.  I can subitise up to 3.  I can begin to count 4 objects 1:1. | I can identify members of my family.  I can notice differences between people.  I can explore materials with different properties.  I can explore natural materials, inside and out.  I can repeat actions that have an effect.  .I can collect produce from the trees and plants, clear away any rotten foods**.**  I can begin to make sense of my own life-story. | I can explore paint using my fingers as well as other body parts as well as brushes and other tools.  I can make marks intentionally.  I can explore different materials, using all my senses to investigate them.  I can manipulate and play with different materials.  I can make simple models which express my ideas.  I can join in with songs and rhymes, making some sounds.  I can explore a range of instruments and play them in different ways.  I can use objects as representations in pretend play, e.g. hold a wooden block to my ear and pretend it is a telephone. | **Grow**  **Change**  **Bigger**  **Taller**  **Baby**  **Bigger**  **Little**  **Smaller**  **High**  **Low**  **Tall**  **Heavy** |
| **- Resources clearly labelled with photo and name.**  **Model to sorting the resources** | **-Listening group games**  **Rhyme: 1, 2, 3, 4, 5 Once I caught a fish Alive**  **Wind the Bobbin Up** | **Think about our value:**  **Be Brave** | **-Make bread rolls- talk about healthy food, how to knead.**  **-Hoops outside for the floor is lava- jumping with two feet together** | **-Little red hen story- join in with repeated phrases**  **-Story props for little red hen and puppet show theatre.**  **-Model how to hold the pen**  **Listening games**  **Book: The Shopping List** | **Birthday cakes- of current age**  **Add counting collections to provision, carpet session to model use.**  **Counting objects 1:1.**  **Practice subitising 1-3**  **Singing number songs.**  **Introduce number song 10 Little numbers to sing along to.** | **Model speculating**  **Think about how we have grown and changed.**  **What we can do now, what we could do as a baby.** | **-Loose parts play with empty picture frames- model thinking out loud e.g. I am going to use the cone for my nose.**  **Outside paintbrushes & paint, water to clean in between colours** |  |
| **Wk 7 – 14/10/24** | **Harvest and Our School** | I can make choices about what I want to play with  I can play alongside other children.  I can sort materials with photo prompts.  I can ask for help when I have a problem. | I can listen to and sometimes join in with familiar nursery rhymes  I can understand action words by pointing to the correct picture in the book.  I can listen to other people’s talk with interest but can be easily distracted by other things  I can talk to my key worker and special friends .  I can speak using simple sentences sometimes using the connective ‘and’.  I can start to develop a conversation, jumping form topic to topic.  I can talk about how I am feeling, using words as well as actions. | I can begin to show effortful control e.g. waiting for a turn instead of snatching.  I can use resources with help when needed.  I can begin to manage my emotions.  I can Begin to talk about my emotions e.g. ‘sad’, ‘happy’ or ‘upset’.  I can when prompted use the toilet and wash my hands.  I can build constructive and respectful relationships.  I can develop friendships with other children  I can play with increasing confidence on my own, and with other children.  I can feel confident to explore the environment with a familiar adult. | I can climb steps- 2 feet to 2 feet  I can push myself when on a trike  I can dress and undress for the toilet.  I can jump with both feet off the ground at the same time.  I can explore different materials and tools.  I can develop my manipulation and control, for example tearing paper.  I can hold scissors sometimes with two hands to make snips in the paper | I enjoy sharing a book with an adult.  I can repeat words and phrases from familiar stories.  I can ask questions about a book.  I can begin to develop a narrative using props about a book I have read.  I enjoy drawing freely.  I can add some marks to my drawings, and give meaning to. For example: ‘That’s my mummy.’  I can begin to make marks to represent my name. | I can take part in finger rhymes, changing the amount of fingers they hold up (not always correct).  I can react to changes of amount in a group of up to 3 items.  I can count in every day contexts, sometimes skipping numbers.  I can verbally count to 5.  I can compare sizes, weights etc. using gesture and simple language – bigger/little/smaller, high/low, tall, heavy.  I can notice patterns, for example, spots and stripes and arrange things in patterns.  I can complete inset puzzles.  I can notice a group of objects with more/less. | I can identify members of my family.  I can notice differences between people.  I can explore materials with different properties.  I can explore natural materials, inside and out.  I can repeat actions that have an effect.  I can collect produce from the trees and plants. | I can explore paint using my fingers as well as brushes and other tools.  I can make marks intentionally.  I can explore different materials, using my senses to investigate them.  I can manipulate and play with different materials.  I can join in with songs and rhymes, making some sounds.  I can explore a range of instruments and play them in different ways.  I can use objects as representations in pretend play, e.g. hold a wooden block to my ear and pretend it is a telephone. | Dough  Harvest  Knead  Hygiene  Load (paint brush)  Windmill  Miller |
| **- Resources clearly labelled with photo and name.**  **Model to sorting the resources** | **-Listening group games-doggy doggy where’s your phone etc**  **-Autumn leaves rhyme.**  **Sing Hello song to learn names**  **Rhyme: Old MacDonald had a Farm**  **Wind the Bobbin Up** | **How the hen felt when nobody would help her, did the other animals make the right choice? Do you think the story is fair?**  **Think about our school value:**  **Be Curious** | **-Make apple crumble- cutting up apples**  **-Hoops outside for the floor is lava- jumping with two feet together** | **-Fact books about harvest.**  **-Model how to hold the pen**  **Book: Farmer Duck**  **The Little Red Hen** | **Birthday cakes- of current age**  **Add counting collections to provision, carpet session to model use.**  **Weighing ingredients for apple crumble.**  **Subitising to 3.**  **Counting 1:1**  **Singing number songs (10 Little numbers)**  **Looking at sets of objects and finding more and less.** | **Look at harvest festival food- talk about where it comes from.**  **Make bread (Link to Little Red Hen)** | **-Loose parts play with empty picture frames- model thinking out loud e.g. I am going to use the cone for my nose.**  **Outside paintbrushes & paint, water to clean in between colours** | **Harvest**  **Hygiene**  **Windmill**  **Miller** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **End of Aut 1** | **Bench markers- Baseline** | **I can make choices about what I want to play with.**  **I can settle into the new routine.**  **I can play alongside other children.**  **I can find toys that I am familiar with.**  **I can sort materials with photo prompts.**  **I can ask for help when I have a problem.** | **I can understand simple instructions.**  **I can listen to other people’s talk with interest (but can be easily distracted by other things).**  **I can talk to my teachers and special friends.**  **I can talk about my family.**  **I can start to develop a conversation (jumping form topic to topic).**  **I can talk about how I am feeling, using words as well as actions.**  **I can link 4 words together.** | **I can begin to show effortful control e.g. waiting for a turn instead of snatching.**  **I can use resources with help when needed.**  **I can begin to talk about my emotions e.g. ‘sad’, ‘happy’ or ‘upset’.**  **I can when prompted use the toilet and wash my hands.**  **I can build constructive and respectful relationships.**  **I can develop friendships with other children**  **I can play with increasing confidence on my own and with other children.**  **I can feel confident to explore the environment with a familiar adult.** | **I can climb steps - 2 feet to 2 feet.**  **I can push myself when on a trike.**  **I can dress and undress for the toilet with support.**  **I can jump with both feet off the ground at the same time.**  **I can explore different materials and tools.**  **I can develop my manipulation and control, for example tearing paper.** | **I enjoy sharing a book with an adult.**  **I can repeat words and phrases from familiar stories.**  **I enjoy drawing freely.** | **I can take part in finger rhymes, changing the amount of fingers they hold up (not always correct).**  **I can count in every day contexts, (sometimes skipping numbers).**  **I can notice patterns, (for example, spots and stripes) and arrange things in patterns.**  **I can complete inset puzzles.** | **I can notice differences between people.**  **I can identify members of my family.**  **I can explore materials with different properties.**  **I can explore natural materials, inside and out.**  **I can repeat actions that have an effect.**  **I can collect produce from the trees and plants.** | **I can explore paint using my fingers as well as brushes and other tools.**  **I can make marks intentionally.**  **I can explore different materials, using all my senses to investigate them.**  **I can manipulate and play with different materials.**  **I can join in with songs and rhymes, making some sounds.**  **I can explore a range of instruments.**  **I can use objects as representations in pretend play, e.g. hold a wooden block to my ear and pretend it is a telephone.** | Routine  Teacher  Dinner lady  Turn taking  Family  Sand timer  Dough  Materials  Magnetic  Harvest  festival |