**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**

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| **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 withI 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 withI 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 instructionsI 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 1:1I 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 feetI can push myself when on a trikeI 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 withI 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 rhymesI 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 thingsI 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 childrenI 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 feetI can push myself when on a trikeI 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. | DoughHarvestKneadHygieneLoad (paint brush)WindmillMiller |
| **- 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** |

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| **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.** | RoutineTeacherDinner ladyTurn takingFamilySand timerDoughMaterialsMagneticHarvestfestival |