**MTP –autumn 1- FS1 – learning checkpoints in italic**

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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.** |
| **WK1-11.9.23** | **Staggered start** **Starting Nursery** | 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 understand simple instructionsI can identify familiar objects and properties.I can talk to my key worker 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 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 enjoy sharing a book with an adult.I enjoy drawing freely. | I can take part in finger rhymes changing the amount of fingers they hold up (not always correct) | I can explore materials with different properties.I can begin to make sense of my own life-story.I can notice differences between people. | I can explore paint using my fingers as well as other body parts as well as brushes and other tools. 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.** | **-Rhyme of the week- twinkle twinkl little star.****-Hello song at carpet time-**  | **- 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.** | **- Adults to support with tricky fastenings** | **-Story time at the end of the sessions****- paper and crayons in continuous provision.**  | **During snack time sing simple finger rhymes** | **-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-2-18.9.23** | **Staggered start** **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.****prompts.** | I can understand simple instructionsI can identify familiar objects and properties.I can talk to my key worker 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 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 feel confident to explore the environment with a familiar adult. | I can dress and undress for the toilet. | I enjoy sharing a book with an adult.I enjoy drawing freely. | I can take part in finger rhymes changing the amount of fingers they hold up (not always correct) | I can explore materials with different properties.I can begin to make sense of my own life-story.I can notice differences between people. | I can explore paint using my fingers as well as other body parts as well as brushes and other tools. Skills Focus:Printing- To press down and lift straight up. | **Names of staff.****Routine key words- toilet, snack time, nursery garden.****Emotions, sad, happy.****Problem/ solution.** |
| **-Show the visual timetable talk through the basic routine****-Planning based on interests of children from getting to know me form.** | **-Rhyme of the week- twinkle twinkl little star.****-Hello song at carpet time-**  | **- 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.** | **- Adults to support with tricky fastenings** | **-Story time at the end of the sessions****- paper and crayons in continuous provision.**  | **During snack time sing simple finger rhymes** | **Loose parts play- adult to comment on the different materials****-All about me booklets****--Visual timetable- talk about the school day** | **Hand print**  |  |
| **WK-3- 25.9.23-First full week with all attending** | **All about me** | 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 Uuderstand simple instructionsI 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 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 climb steps- 2 feet to 2 feetI can push myself when on a trikeI can dress and undress for the toilet.I can explore different materials and tools. | 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 compare sizes, weights etc. using gesture and simple language – bigger/little/smaller, high/low, tall, heavy.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 discuss how to care for our class pet.I can collect produce from the trees and plants, clear away any rotten foods. | 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 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 | HarvestApple pickerOrchardRotCompost |
| **talk about what happens at nursery refer to the visual timetable.****Model choose it, use it, put it away.** | **-ask children to find or get toys that they are familiar with.****-Share about me booklets, sharing who is in their family and what their favourite things are.****Sing Hello song to learn names****-Nursery rhyme-Baa Baa black sheep** | **-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.** | **-Adults to encourage children to put their name on any work/ creations.****- Share key texts****Phonics (planning from supersounds)- Peace at last- visual timetable for carpet session** | **Finger number rhymes****Counting how many people are here today****Variety of chunky wooden puzzles** | **Use apple picker to collect apples- talk about needing to wash them to make sure no bugs are on and checking that they are not rotten.****Introduce the compost bin- where we put rotten fruit.****-Visual timetable- talk about the school day** | **Self- Portrait- painted- start with skin and hair.****Music wall outside** | NurseryNursery GardenForest schoolsReception |
| **WK-4-2.10.23** | **All about me/ starting school** | I can make choices about what I want to play withI 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’s talk with interest but can be easily distracted by other thingsI can talk to my key worker and special friends .I can talk about my family.I can start to develop a conversation, jumping form topic to topic.  | 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 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 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 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 discuss how to care for our class pet.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. |  |
| **talk about what happens at nursery refer to the visual timetable.****Model choose it, use it, put it away.** | **- Share ‘All about me books’ in small groups****-Play circle games that highlight how we are similar or different.****Sing Hello song to learn names****-Articulation screen started*****-Nursery rhyme- 5 little monkeys*** | **The BRILLIANT Expectations-We respect****Circle time- model phrases to take turns and using sand timers.** | **Outdoor provision- trikes, introduce mud kitchen, sand pit.****Introduce some resources to the free choosing D & T table** | **-Adults to encourage children to put their name on any work/ creations****Phonics- Walking through the jungle** | **Finger number rhymes****Counting how many people are here today****Variety of chunky wooden puzzles** | **Use apple picker to collect apples- talk about needing to wash them to make sure no bugs are on and checking that they are not rotten.****Introduce the compost bin- where we put rotten fruit.** | **Music time- whole class session how to respect instruments making loud & quiet sounds.****Staff model representative play with objects.****Handprints.** |  |
| **WK-5-9.10.23** | **little red hen** | 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 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 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 discuss how to care for our class pet.I can collect produce from the trees and plants, clear away any rotten foods**.** | 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. | 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****-Little red hen story.****Sing Hello song to learn names****Nursery rhyme-5 little pumpkins** | **The BRILLIANT Expectations-We smile.****Talk about how the hen felt when nobody would help her, did the other animals make the right choice? Do you think the story is fair?** | **-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** | **Birthday cakes- of current age****Add counting collections to provision, carpet session to model use.** | **Make bread roll- how does it rise? Model speculating****Make mini version of self using toilet roll.** | **-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** | **Fair, unfair****Healthy** |
| **WK-6-16.10.23** | **Harvest festival** | 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 can notices some print, such as the first letter of my name.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 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 discuss how to care for our class pet.I can collect produce from the trees and plants, clear away any rotten foods**.** | 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. | 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****-Nursery rhyme- Dingle dangle scarecrow** | **The BRILLIANT Expectations-We never give up.****Talk about how the hen felt when nobody would help her, did the other animals make the right choice? Do you think the story is fair?** | **-Make apple crumble- cutting up apples****-Hoops outside for the floor is lava- jumping with two feet together** | **-Fact books about farm life** **-Model how to hold the pen** | **Birthday cakes- of current age****Add counting collections to provision, carpet session to model use.****Weigh ingredients**  | **Look at harvest festival food- talk about where it comes from.****Make apple crumble** **Make mini version of self using toilet roll.** | **-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** | **Fair, unfair****Healthy** |

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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 key worker 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 sometimes notice some print, such as the first letter of my name.****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 discuss how to care for our class pet.****I can collect produce from the trees and plants, clear away any rotten foods.** | **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 join in with songs and rhymes, making some sounds.****I can explore a range of instrument.****I can use objects as representations in pretend play, e.g. hold a wooden block to my ear and pretend it is a telephone.** | **Tier 2 words**RoutineTeacherDinner ladyTurn takingFamilySand timerDoughMaterials**Tier 3 words**MagneticPolydronsHarvestfestival |