**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 with  I can settle into the new routine.  I can play alongside other children.  prompts. | I can understand simple instructions  I 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 instructions  I 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 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 Uuderstand 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 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 feet  I can push myself when on a trike  I 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 | Harvest  Apple picker  Orchard  Rot  Compost |
| **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** | Nursery  Nursery Garden  Forest schools  Reception |
| **WK-4-2.10.23** | **All about me/ starting school** | 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’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 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 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 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 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. | 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**  **-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 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 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. | 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**  **-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**  Routine  Teacher  Dinner lady  Turn taking  Family  Sand timer  Dough  Materials  **Tier 3 words**  Magnetic  Polydrons  Harvest  festival |