



EYFS - Medium Term Planning

Autumn 1



Enquiry Theme	All About Me							
Enquiry Question	Why am I special?							
Role Play	Home Corner	Cafe						
Throughout all learning, the Reception Team will ensure activities and interactions support the Characteristics of Learning of: Playing and exploring: Children investigate and experience things, and ‘have a go’. Children actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.								
Week Commencing:	01/09/25 (2 days)	08/09/25	15/09/25	23/09/25	29/09/25	06/10/25	13/10/2025	20/10/25 (4 days)
Personal, Social and Emotional Development (PSED)	We use these two days to settle the children, establish routines and explain expectations. We discuss the role of a member of the school council and children can put themselves forward to be part of this – children then vote for who they would like to represent them. Art - Create fish for Rainbow Fish display – Read Rainbow Fish	Self-Regulation Mindfulness activities – discuss how we feel before/after this activity.	Self-Regulation Zones of Regulation – Green. What makes us happy?	Self-Regulation Zones of Regulation – Yellow. How do we calm ourselves?	Self-Regulation Zones of Regulation – Red. How can we calm ourselves when we are angry?	Self-Regulation Zones of Regulation – Blue. How do we feel when we are tired?	Self-Regulation Resolving conflict – model ways to calm down.	Self-Regulation Resolving conflict – How can we learn how to take turns with our friends?
		Managing Self Familiarisation activities within class.	Managing Self Why do we have rules? Create Class Charter and rules.	Managing Self We can dress and undress independently.	Managing Self We can manage own basic hygiene.	Managing Self We can follow rules without needing an adult to remind us.	Managing Self We can identify when we do and don’t need help.	Managing Self We see ourselves as a valuable individual.
		Building Relationships We can join in small group play activities.	Building Relationships We can play with one or more other children.	Building Relationships We can work together to create an exciting area of the learning in the classroom.	Building Relationships We are starting to understand how others may be feeling.	Building Relationships We can play with one or more other children – extending and elaborating play ideas.	Building Relationships We can find solutions to conflict.	Building Relationships We understand that we are members of a community.
Outcome/ Composite	The children will successfully follow the school/class rules (Ready, Respectful, Safe). The children will begin to recognise different emotions and begin to name them.							
Physical Development (PD)		Fine We can use a knife and fork to eat our lunch. Gross We are increasingly independent when putting coats and doing zips.	Fine We can use a knife and fork to eat our lunch. Gross We are increasingly independent when putting coats and doing zips.	Fine We can show a preference for a dominant hand. Gross We can collaborate with others to manage larger items, i.e. set up obstacle course.	Fine We can use a comfortable grip with good control. Gross We can choose the right resources to carry out a plan.	Fine We can use scissors correctly. Gross We can follow a series of movements incorporating balance and grace.	Fine We can pick up small objects using good control. Gross We can follow a series of movements including hopping, skipping and jumping.	Fine We can start to form some letters correctly. Gross We are able to line up, queue and manage our personal hygiene throughout the day.

Outcome/ Composite		The children will hold a pencil comfortably and design a ‘wanted’ or ‘lost’ poster. The children will negotiate space and obstacles safely.						
Communication and Language (CL)		Listening, Attention and Understanding We are able to listen to stories and understand what is happening with the help of pictures. Speaking We can participate in the register and start to develop social phrases, i.e. “Good morning”.	Listening, Attention and Understanding We are able to listen carefully and understand why listening is important. Speaking We can use full sentences when talking to friends and adults.	Listening, Attention and Understanding We can follow an instruction made up of two parts. Speaking We can use a range of social phrases throughout the day, i.e. “Good morning/Good afternoon”.	Listening, Attention and Understanding We can understand ‘why’ questions. Speaking We can ask “why” questions.	Listening, Attention and Understanding We engage fully in stories within the class. Speaking We are able to learn new vocabulary and use it correctly.	Listening, Attention and Understanding We listen carefully to rhymes and song, paying attention to how they sound. Speaking We are able to sing rhymes, poems and songs.	Listening, Attention and Understanding We are able to learn rhymes, poems and songs. Speaking
Outcome/ Composite		The children will be express a point of view and recount the story of A Squash and A Squeeze using puppets. Performance - The children will tell the audience what their favourite fruit or vegetables are in Harvest assembly.						
Literacy	Core Texts: Roby’s Worry, We Are All Different Wider Reading: The Colour Monster, A Squash and A Squeeze							
		Word reading We can recognise our names. Phonics Letters and Sounds- Little Wandle Phase 2	Word reading We can recognise our names. Phonics Letters and Sounds- Little Wandle Phase 2	Word reading We know that text in English move across the page (left to right). Phonics Letters and Sounds- Little Wandle Phase 2	Word reading We can recognise words with the same initial. Phonics Letters and Sounds- Little Wandle Phase 2	Word reading We can turn pages and follow the sequence of a book. Phonics Letters and Sounds- Little Wandle Phase 2	Word reading We understand that print has different purposes. Phonics Letters and Sounds- Little Wandle Phase 2	Word reading We are starting to read some letters by saying the sounds for them. Phonics Letters and Sounds- Little Wandle Phase 2
		Comprehension We can engage in story time.	Comprehension We can repeat words and phrases from familiar stories.	Comprehension We can ask questions about a book.	Comprehension We can make comments and share ideas about a book.	Comprehension We can develop play around favourite stories.	Comprehension We can use new vocabulary that we have learnt in a book.	Comprehension We can predict different endings to stories.
		Writing We can write some or all of our name.	Writing We can write some or all of our name	Writing We can write some or all of our name	Writing We can write some letters accurately.	Writing We can write some letters accurately.	Writing We can write some letters accurately.	Writing We can write some letters accurately.
Outcome/ Composite		The children will know at least 15 phase 2 sounds and can write their name. The children will make either a ‘wanted’ or ‘lost’ poster using initial sounds in words.						

Mathematics		Getting To Know You Opportunities for settling introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision both inside and out. Where do things belong, positional language. Singing number songs.		Match, Sort, Compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts		Talk About Measure and Patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns		It's Me, 1,2,3 Find 1,2,3 Subitise 1,2,3 Represent 1,2,3
Outcome/ Composite		The children will be able to say one number for each item and link numerals and amounts to 3.						
Understanding the World		Past and Present We can talk about what we did at home before we came to school.	Past and Present We understand that we belong to a family of different generations.	Past and Present We know that our parents had different types of toys and games to what we have today.	Past and Present We understand that some stories were written a long time ago.	Past and Present We know that we were once babies who grew into adults.	Past and Present We know that we will grow into adults in the future.	Past and Present We can recognise how our local area has changed.
		People, Culture and Communities We know that are joining a new school community.	People, Culture and Communities We can name and describe people who are familiar to them.	People, Culture and Communities We know that our friends come from different communities from around the world.	People, Culture and Communities We can recognise similarities and differences between different cultures.	People, Culture and Communities We can recognise some occupations within our community.	People, Culture and Communities We know how people in our community help us.	People, Culture and Communities We know that some places are special to families in our community.
	The Natural World We can find natural resources in our EYFS area.	The Natural World We can group materials we find in our EYFS area.	The Natural World We know that we have five senses.	The Natural World We can use one of our senses to identify / group objects.	The Natural World We can use one of our senses to identify / group objects.	The Natural World We can use one of our senses to identify / group objects.	The Natural World We know how we can care for the natural world.	
Outcome/ Composite	The children will talk about their families and people in our community, autumnal changes and draw maps to record where different areas of our school are.							
Expressive Arts and Design	Creating with Materials We can take part in pretend play, representing one object for another thing.	Creating with Materials We can create use continuous lines to represent objects.	Creating with Materials We are able to explore colours and mix them to create a new effect.	Creating with Materials We can show different emotions in our drawings, such as happiness and sadness.	Creating with Materials We can use blocks and construction items to create different small worlds.	Creating with Materials We can develop complex stories using small world equipment such as dolls houses.	Creating with Materials We can use drawing to represent ideas like movement or loud noises.	
	Being Imaginative and Expressive We can listen to what we have heard, and respond in an expressive way.	Being Imaginative and Expressive We can take part in songs and create actions to go with them.	Being Imaginative and Expressive We can explore and engage in music making in a small group.	Being Imaginative and Expressive We understand that music can change the way that you feel.	Being Imaginative and Expressive We can create our own songs or improvise ones that we know.	Being Imaginative and Expressive We can share our feelings about watching a dance performance.	Being Imaginative and Expressive We can sing a song within the correct pitch of tone.	
	Outcome/ Composite	The children will use puppets to retell the story of A Squash and A Squeeze. The children will use pastels to create pieces of fruit and vegetables and learn to sing songs for Harvest Assembly.						

Religious Education		Being Special We can listen to religious stories from different faiths. (Christianity, Muslim, Hindu)	Being Special We can listen to religious stories from different faiths. (Christianity, Muslim, Hindu)	Being Special We can listen to religious stories from different faiths. (Christianity, Muslim, Hindu)	Being Special We can talk about the different stories and begin to make connections between them.	Being Special We can talk about the different stories and begin to make connections between them.	Being Special We know the symbols for each religion and why they are important.	Being Special We can say which groups we belong to i.e. family/school.
Outcome/ Composite		The children will be able to name three different faiths and match the symbols to the correct faith. The children will be able to name a group that they belong to.						
Curriculum Enhancements/Trips						Activities linked to Mental Health Awareness Day including apple crumble making.	Harvest Assembly.	