



# MEDIUM TERM PLAN

AUTUMN 1

*This is Me*

## SCHOOL RULES



Ready



Respectful



Safe

**BIG QUESTION:** Who am I and where do I belong?

### CURRICULUM INTENT

In this unit, children develop a strong sense of self, belonging and emotional security, forming the foundation for all future learning.

Rooted in our vision of **excellence and happiness for all**, children are supported to feel safe, valued and confident as they begin their school journey.

Through high-quality interactions, play and carefully planned experiences, children begin to understand who they are, build positive relationships and develop language to express their thoughts, needs and feelings.



### KEY TEXTS



All Are Welcome



The Little Red Hen



Oliver's Vegetables



### KEY VOCABULARY

self	family	belong	feelings
kind	safe	routine	friend
same	different	home	share
help	grow		

### AREA OF LEARNING

### WHAT CHILDREN WILL LEARN

### HOW THIS IS TAUGHT (IMPLEMENTATION)



#### Communication & Language

- Listen carefully and understand why listening matters.
- Follow simple one-step instructions. Begin to understand who, what and where questions. Talk about themselves, their family and their experiences.

- Daily circle times and routines, SHREC interactions,
- storytelling and retelling, adult narration and
- commenting, vocabulary-rich continuous provision.



#### Personal, Social & Emotional Development

One Life Focus:

The Strength of Self-Awareness

- Recognise and name basic emotions. Begin to follow class rules and routines. Seek support from adults. Begin forming friendships. Learn to take turns with support.
- Build self-awareness by understanding our feelings, strengths and what makes us unique.

- Zones of Regulation, co-regulation and emotional coaching, visual routines and now/next boards, strong key adult relationships, explicit teaching of routines.



#### Physical Development

- Move safely in space. Develop gross motor control (balance, climbing, travelling). Begin tripod grip. Use tools (scissors, pencils, glue) with increasing control.

- Funky Fingers and Dough Disco, PE sessions, continuous provision (threading, cutting, construction), explicit modelling of self-care.



#### Literacy

- Engage with stories and talk about characters. Understand how books work. Begin Phase 2 phonics. Oral blending and segmenting. Give meaning to marks and begin letter

- Little Wandle phonics (daily), Drawing Club, story retelling and role play, shared reading, mark-making opportunities across provision.



#### Mathematics

- Develop a deep understanding of numbers 1-3. Subitize small amounts. Compare groups (more, less, same). Begin to recognise and create patterns.

- Mastering Number sessions, maths in provision (sorting, counting, matching), daily counting routines.



#### Understanding the World

- Talk about their own life and family. Recognise similarities and differences. Explore their immediate environment. Begin to understand past and present (their own lives).

- Family photos and discussions, "all about me" activities, simple timelines (baby to now), exploring the classroom and school.



#### Expressive Arts & Design

- Explore materials and textures. Create representations of themselves. Begin imaginative play. Sing songs and join in with rhymes.

- Self-portraits, role play (home corner), music and movement, creative exploration stations.



### PLANNED EXPERIENCES

- All About Me week
- Family sharing (photos and discussions)
- Harvest focus
- Bread making (The Little Red Hen)
- Vegetable tasting (Oliver's Vegetables)
- Creating our class community charter



### CONTINUOUS PROVISION ENHANCEMENTS

- Role Play – Home / family
- Small World – Families, houses
- Creative – Self-portraits, colour mixing
- Investigation – Mirrors, senses trays
- Construction – Homes, rooms, environments



### ADULT FOCUS & INTERACTION

- ✓ SHREC approach consistently embedded
- ✓ Sustained Shared Thinking
- ✓ Vocabulary modelling and extending
- ✓ Co-regulation and emotional coaching
- ✓ Modelling routines and expectations



### ASSESSMENT & IMPACT

Children will be able to:

- ✓ Follow simple routines independently
- ✓ Name basic emotions
- ✓ Speak about themselves and their family
- ✓ Listen and respond appropriately
- ✓ Begin blending sounds orally
- ✓ Engage in play with others

Assessment methods:

- Observations (Tapestry)
- Phonics assessment
- Baseline assessment
- Ongoing formative assessment



### HOW YOU CAN HELP AT HOME

- ♥ Talk about your child's day and feelings
- ♥ Share family stories and photos
- ♥ Read together daily
- ♥ Practise name writing
- ♥ Support independence (dressing, routines)

Excellence and happiness for all.