

EYFS Autumn 1 Medium Term Planning: Super Me Super You!



Date W/C Mrs Rodgers Reception Aut 1 2025	8.9.25	15.9.25	22.9.25	29.9.25	6.10.25	13.10.25
Significant Events	Reception Baseline					
Literacy Book Focus						
Non-Fiction	My senses books, books about the human body, local area and mapping books					
Key Vocab	hero, villain, superhero, unique, different, kindness, smell, look, touch, listen, taste, save, rescue, power, Special, same, similarities, different, differences, talent, body, feelings, special					
Literacy Word Reading	Assess and develop oral blending skills Phonics introduction and group children accordingly Recognise own name, signs, and logos. Initial sounds and individual books given Develop their phonological awareness to spot rhymes in familiar stories, songs and poems.					
Literacy comprehension	To know that text is read from left to right and top to bottom. Listen to a story and comment on the events. Name the characters from a familiar story. Listen to a story and comments on the events. Has favourite books and seeds them out, to share with an adult, with another child, or to look at alone. To join in repetitive refrains.					

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	To choose stories they wish to share for pleasure.
Literacy Writing	<p>To write their name in a way that they or others can recognise.</p> <p>To discuss the marks they make, e.g. "this is a car"</p> <p>To write initial sounds</p> <p>To say the sounds before writing.</p>
Maths	<p>Baseline Assessment</p> <p>Unit 1: Early Mathematical experiences Children will learn to:</p> <ul style="list-style-type: none"> •Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets •Ordering objects and sets <p>Unit 2: Pattern and early number Children will learn to:</p> <ul style="list-style-type: none"> •Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting <p>Unit 3: Numbers within 6 Children will learn to:</p> <ul style="list-style-type: none"> •Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting
	<p><u>Listening, Attention and Understanding:</u></p> <p>To listen to others 1:1 or in small groups when discussing themselves and others.</p>

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<p>Communication and Language</p>	<p>To sing songs. The teaching sequence of RWI Active listening skills. To identify new vocabulary before planning activities.</p> <p><u>Speaking:</u> To use complete sentences in everyday talk. To build sentences using new vocabulary. To build upon their incidental talk. To answer open questions To begin to use accurate grammar such as past tense, plurals, complex sentences. To discuss previous events.</p>
<p>Personal, social and emotional development.</p>	<p>Self regulation</p> <ul style="list-style-type: none"> • Establish school routines and boundaries. • Begin to understanding their own and others feelings through building sharing skills through planned and independent activities • Demonstrate praise and encouragement and allow children the freedom to make mistakes • Have high expectations for children following instructions, with high levels of support when necessary. • Have modelled positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. <p>Managing self</p> <ul style="list-style-type: none"> • Joining in and sharing experiences in circle times and independent provision activities. • Forming special friendships through independent activities, phase stories and activities • Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Model practices that support good hygiene, such as insisting on washing hands before snack time. <p>Making Relationships</p> <ul style="list-style-type: none"> • Make time to get to know the child and their family. • Talk about child’s history, likes, dislikes, family members and culture. · • Take opportunities in class to highlight a child’s interests, showing you know them and about them. · • Make sure children are encouraged to listen to each other as well as the staff. ·

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	<ul style="list-style-type: none"> • Ensure children’s play regularly involves sharing and cooperating with friends and other peers. · • Congratulate children for their kindness to others and express your approval when they help, listen and support each other. 		
<p>Physical Development</p>	<p>Gross Motor Skills: To use climbing equipment safely and competently and know why it is important to handle certain apparatus safely. To begin to negotiate space effectively.</p> <p>Fine Motor Skills: To use a dominant hand To begin to know how to use scissors effectively. To trace anticlockwise movement and retrace an assortment of lines.</p> <p>PE - Reception: Intro to PE unit 2</p>		
<p>Understanding the World</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Children will learn to describe the immediate environment, using new vocabulary where appropriate. • To know the name of the area and the town that the school is located in. • To draw the features of the community 	<p>The Natural World</p> <ul style="list-style-type: none"> • To use the vocabulary needed to name specific natural features of the world. • To share and use non-fiction texts that offer an insight into contrasting environments. • How to explore their senses. • What does it smell like? • What does it sound like? • What am I touching, how does it feel? 	<p>Past and Present</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • To share texts, images, and tell oral stories to develop an understanding of the past and present. • How occupations have changed – how factories and machines have replaces some jobs. How now we buy flour rather than use a mill

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<p>Expressive Arts and Design</p>	<p>Kapow</p> <p>Lesson 1 - To explore using finger painting.</p> <p>Lesson 2 – To create, use and talk about natural paintbrushes.</p> <p>Lesson 3 – To respond to music through the medium of paint. To express feelings.</p> <p>Lesson 4 - To make child-led collages using mixed media. To use loose parts to create a piece of transient art.</p> <p>Lesson 5 - To create landscape collages inspired by the work of Megan Coyle.</p> <p>Lesson 6 – To work collaboratively to create shared art work.</p>
<p>RE</p>	<p>Module 1: Created and Loved by God</p> <p>RSE Handmade with love Children will learn: The story of creation, engaging with it creatively through sound, movement and discussion. I am Me Children will learn: That they are uniquely created by God and special because they are made and loved by Him</p>