



## St Bernadette's Medium Term Planning EYFS

### Autumn 1

<u>Areas of Learning</u>	<u>Nursery</u>	<u>Reception</u>
<b>Communication and Language</b>	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Answer simple questions.</p>
<b>Personal, Social and Emotional Development</b>	<p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Develop friendships with other children.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Talk with others to solve conflicts.</p>	<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Increasingly follow rules, understanding why they are important.</p>
<b>Physical Development</b>	<p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Hold a pencil effectively.</p>

<b>Literacy</b>	<p>Begin drawing freely-.access the provision</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p> <p>Share books with an adult.- listen to an adult.</p>	<p>Scan patterns left to right check for eye tracking.</p> <p>Read some individual letters by saying the sounds for them.</p>
<b>Mathematics</b>	<p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>	<p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers</p>
<b>Understanding the World</b>	<p>Notice differences between people.</p> <p>Use their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about what they see, using a wide vocabulary.</p>
<b>Expressive Arts and Design</b>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>To use tools effectively- paint</p> <p>Making links between situations at home and within the home corner.</p>	<p>Enact what they see at home and what is modeled to them within the environment.</p> <p>To develop an understanding of primary colours</p>