


## Medium Term Plan

### Saplings Class

#### Autumn 1 – Marvellous Me (Respecting Ourselves)

	Week 1 WB: 1/9/25	Week 2 WB: 8/9/25	Week 3 WB:15/9/25	Week 4 WB: 22/9/25	Week 5 WB: 29/9/25	Week 6 WB: 6/10/25	Week 7 WB: 13/10/25	Week 8 WB: 20/10/25
<b>Story of the week</b>	Home visits and settling sessions for pre-existing children.  Sharing home and family books and pictures from over the holidays.  Request parents to send photos via DoJo to share during story time. Alternatively, parents could make their own All About Me books for children to share.	Home visits and settling in sessions for new children.  Sharing home and family books and videos from over the holidays.  Request parents to send photos via DoJo to share during story time. Alternatively, parents could make their own All About Me books for children to share.	Share home books and All About Me forms with children as a group.  Request parents to send photos via DoJo to share during story time. Alternatively, parents could make their own All About Me books for children to share.	<b>The colour monster</b>  To name colours and emotions.  To identify simple emotions at the beginning of each session. Eg 'I am feeling...'  Match emotion vocabulary with facial pictures.	<b>All About Me</b>  To talk about our own appearances and preferences eg 'I have...' 'I like to...'  Create our own self-portraits and describe ourselves using simple vocabulary.	<b>What I Like About Me</b>  To gain confidence in talking about what makes us special eg 'I am good at football'  Promote talk about ourselves beyond basic appearances and think about what makes us unique as people.  Children to see themselves as an important and unique part of a larger pre-school community.	<b>Same But Different</b>  To identify and talk about some simple similarities and differences between themselves and others.  Promote discussions around the importance of being unique and having similarities.  Children to see themselves as an important and unique part of a larger pre-school community.	<b>Autumn Walk</b>  To identify and talk about the changing of seasons through observation and identifying colours in the natural world. Make links to The Colour Monster and our emotions, discussing how autumn makes us feel. Make links between the calming green as well as other sensory experiences.
<b>Phonics</b>	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time	Little Wandle Daily Rhyme Time
<b>Maths</b>	Baseline assessments	Baseline assessments	<b>Comparison 1: More than, fewer than, same.</b> Compare groups of objects and amounts.  Identify larger groups and groups with more.  Identify smaller groups and groups with fewer.	<b>SSM 1: Explore and build with shapes and objects.</b> Play with shapes and blocks.  Balance and place shapes in spaces.  Select shapes for a	<b>Pattern 1: Explore repeats.</b> Listen to and begin to join in with repeats in songs and stories.  Clap along to songs  Make patterns with own sequences.	<b>Counting 1: Hear and say number names.</b> Hear and join in with saying some number names Model and practise saying number names in order.  Count forwards in	<b>Counting 2: Begin to order number names.</b> Model saying 1,2,3 in play.  Copy the sequence of 1,2,3  Copy fingers to represent 1,2,3	<b>Subitising 1: I See 1,2,3</b> Respond to a small group of objects with a number name in books  Copy I see 1,2,3  Point to 1,2,3  Recognise 1,2,3 in well

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			Identify groups with the same quantity.	specific reason.  Begin to describe natural shapes and objects.	Choose blocks to build roads and towers.	stable order.  Count backwards in stable order.	Begin to count actions  Say number names in play	known books, rhymes and tales
<b>Physical Development</b> Gymnastics unit 1	To move safely indoors and outdoors around the pre-school setting.	To move safely indoors and outdoors in the preschool setting.	To line up and move as part of a group around the school spaces. For example, when walking to and from the hall for lunch.	To roll a ball using an under arm movement.	To throw a ball using an under arm movement.	To throw a ball at a target or pins using an under arm movement.	To roll or throw or ball to a friend using an under arm movement.	To roll or throw a ball in play to a friend using an under arm movement.
<b>Religious Education</b>	Vision and values days - discuss values that are important to us and think about what could be growing in our own spiritual gardens.  Form a cohesive preschool community by focussing on key person relationships and settling the children into preschool life.	Form a cohesive preschool community by focusing on key person relationships and settling the children into preschool life.	Form a cohesive preschool community by focussing on key person relationships and settling the children into preschool life.	To engage in group worship at preschool and begin to recognise ourselves as being a part of a wider preschool community.  Learn to live with kindness and respect for ourselves, others and the environment.	To engage in group worship at preschool and begin to recognise ourselves as being a part of a wider preschool community.  Learn to live with kindness and respect for ourselves, others and the environment.	To engage in group worship at preschool and begin to recognise ourselves as being a part of a wider preschool community.  Learn to live with kindness and respect for ourselves, others and the environment.	To engage in group worship at preschool and begin to recognise ourselves as being a part of a wider preschool community.  Learn to live with kindness and respect for ourselves, others and the environment.	To engage in group worship at preschool and begin to recognise ourselves as being a part of a wider preschool community.  Learn to live with kindness and respect for ourselves, others and the environment.
<b>Communication and language</b>	To engage in small group discussions about our home lives and experiences.  To talk about things we enjoy with our key person.  To engage in simple play narratives with our key person and familiar adults at preschool.	To engage in small group discussions about our home lives and experiences.  To talk about things we enjoy with our key person.  To engage in simple play narratives with our key person and familiar adults at preschool.	To engage in small group discussions about our home lives and experiences.  To talk about things we enjoy with our key person.  To engage in simple play narratives with our key person and familiar adults at preschool.  To respond to simple every day phrases such as good morning,	To use simple emotion vocabulary.  To listen to and respond to simple instructions during the preschool day. EG please sit down. Please wash your hands.	To engage in discussions with a small group.  Talk about our own appearances.  Begin to develop narratives in play with peers.	To engage in discussions with a small group.  Talk about the things we like doing and our hobbies.  Begin to develop narratives in play with peers.	To engage in a discussion with a small group.  Talk about similarities and differences between ourselves and others.  Begin to develop narratives in play with peers.	To engage in a discussion with a small group.  Talk about our own immediate families and people who are important to us.  Begin to develop narratives in play with peers.

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			hello or good bye.					
<b>Personal, Social and Emotional Development</b>	<p>Separate from main carer at the beginning of the preschool day.</p> <p>Form a relationship with key person at preschool.</p>	<p>Separate from main carer at the beginning of the preschool day.</p> <p>Form a relationship with key person at preschool.</p>	<p>Separate from main carer at the beginning of the preschool day.</p> <p>Form a relationship with key person at preschool.</p>	<p>Create a shared set of Golden Rules at preschool.</p> <p>Become familiar with the rules, routines and expectations at preschool.</p> <p>Form a relationship with key person at preschool.</p> <p>Form a relationship with key person at preschool.</p> <p>Begin to form friendships with other children at preschool.</p>	<p>Become familiar with the rules, routines and expectations at preschool.</p> <p>Form a relationship with key person at preschool.</p> <p>Begin to form friendships with other children at preschool.</p>	<p>Become familiar with the rules, routines and expectations at preschool.</p> <p>Form a relationship with key person at preschool.</p> <p>Begin to form friendships with other children at preschool.</p>	<p>Become familiar with the rules, routines and expectations at preschool.</p> <p>Form a relationship with key person at preschool.</p> <p>Begin to form friendships with other children at preschool.</p>	<p>Become familiar with the rules, routines and expectations at preschool.</p> <p>Form a relationship with key person at preschool.</p> <p>Begin to form friendships with other children at preschool.</p>
<b>Understanding the World</b>	Develop a sense of belonging to family and key person by sharing home stories and photos from over the summer holidays.	Develop a sense of belonging to family and key person by sharing home stories and photos from over the summer holidays.	Develop a sense of belonging to family and key person by sharing home stories and photos from over the summer holidays.	Learn about similarities and differences that connect us to and distinguish us from the people in our immediate communities.	<p>Learn about similarities and differences that connect us to and distinguish us from the people in our immediate communities.</p> <p>Begin to form friendships with peers and learn about their likes and dislikes.</p>	<p>Learn about similarities and differences that connect us to and distinguish us from the people in our immediate communities.</p> <p>Begin to form friendships with peers and learn about their likes and dislikes.</p>	<p>Learn about similarities and differences that connect us to and distinguish us from the people in our immediate communities.</p> <p>Begin to form friendships with peers and learn about their likes and dislikes.</p>	<p>Learn about similarities and differences that connect us to and distinguish us from the people in our immediate communities.</p> <p>Begin to form friendships with peers and learn about their likes and dislikes.</p>
<b>Expressive Art and Design</b> Drawing: marvellous marks	Explore the art resources available in the preschool and learn how to use paint dabbers to make marks.	Explore the art resources available in the preschool and learn how to use paint dabbers to make marks.	Explore the art resources available in the preschool and learn how to use paint dabbers to make marks.	Explore the art resources available in the preschool and learn how to use pencils to make marks.	Explore the art resources available in the preschool and learn how to use pencils to make marks.	Explore the art resources available in the preschool and learn how to create simple representations of people. Eg ourselves and our families.	Explore the art resources available in the preschool and learn how to create simple representations of people. Eg ourselves and our families.	Explore the art resources available in the preschool and learn how to create simple representations of people. Eg ourselves and our families.

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<b>Key Dates and Enrichment</b>	Inset days and home visits Existing children in as normal Weds-Fri  Vision and values days	Transition visits Existing children in as normal all week	All children start full time sessions		Harvest Festival at the Church 2/10/2025			Diwali 21st October