	Richard Bonington Primary and Nursery School FS1 Medium Term Planning Autumn 1 2026						
Enquiry Question **Talk for Writing Focus**	Why do you love me so much?						
Vocabulary	love, family, feelings, friends, unique, special						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Language	**EYFS progression** - I can concentrate for 3 minutes on an activity and at story time. - I can follow a simple instruction with 3 key words. - I can respond to my name. - I can use pronouns (me, him, she etc), plurals and prepositions. (in, on, under) - I can start to put sentences together with 4 words. - I can be understood by others.						
Communication and Language **1. Listening, attention, understanding** **2. Speaking**	Rules and routines for listening on the carpet. Learning music cues for classroom routines.	Listening: Show listening skills at carpet time and in small group sessions. Understanding: Show understanding of taught concepts through practical activity and child-initiated play. Speaking: Develop conversation with friends and adults.					
Phonics – Little Wandle Nursery Rhymes (Phase 1)		1,2,3,4,5 Once I Caught a Fish Alive	Baa Baa Black Sheep	Incy Wincy Spider	Humpty Dumpty	Twinkle Twinkle	Wind the Bobbin Up
Maths	**EYFS Progression** - I can give 1 from a group when asked - I can recite some numbers names in sequence (not necessarily understanding at this stage) - I can identify which has more between two groups (understand, not use the language) - I can start to fit shapes into board puzzles or shape sorters - I can begin to build using simple blocks						

Maths – WRM **Block 1 – More than, fewer than, same** **Block 2 – Explore and build with shapes and objects** **Block 3 – Explore repeats**	• Making collections	• Making collections and comparing	• Making collections the same	• Explore and play with shapes • Differences between shapes • Shapes and blocks in a position	• Selecting shapes for a reason • Exploring and describing natural shapes and objects • Find and collect objects for a purpose	• Listen to repeats in songs and stories • Start to join in with songs with repeats • Starts to join in with repeats from stories	• Clap along to songs • Make line patterns with own sequences • Choose blocks to build roads and towers
Understanding the World **EYFS Progression**	**Past and Present** • I can talk about my family, beyond naming them		**People, Culture and Communities** • I can put my belongings away in the correct places in the classroom		**Natural World** • I can explore natural materials and make comments about their differences using my senses • I can name parts of my body (head, shoulders, legs, knees, arms, eyes, ears, nose, mouth, feet, hands)		
Understanding the World **1. Past and Present** **2. People, Culture and Communities**			**Who am I?** Circle game – telling Teddy their name. Telling Teddy the colour of their hair. Telling Teddy about their favourite toy.	**Who is in my family?** Share family photos, look at each other's and make simple observations pointing out similarities and differences.	**Can you remember a special time with your family?** Share info from parents and see if children can add any detail (I had an ice-cream, I went down the slide, I went on a plane, etc)	**Why am I special?** Matching game with baby photos.	
Natural World **Forest School**	Whole Class visit to see environment and spot changes	**Little Red Riding Hood** Apple picking	**Little Red Riding Hood** Take apple cakes to Granny (picnic)	**Little Red Riding Hood** Finding Mr Wolf (and his friends)	**Little Red Riding Hood** Finding Granny – follow trail Order story (wood cookies)	**Little Red Riding Hood** Act out story in environment	**Little Red Riding Hood** Take photos for Granny (flowers and plants) Litter pick up

Expressive Art and Design	**EYFS progression** • I can explore paints and messy play activities with my hands • I can use construction equipment to build a simple model • I can join in with the actions for favourite songs • I can move my body to music • I can make marks and talk about the marks I have made • I can begin to make-believe by pretending • I join in singing nursery rhymes (comprehension) • I can name primary and secondary colours (red, yellow, blue, green, purple, orange) (comprehension)						
Expressive Art and Design **1. Creating with Materials** **2. Being Imaginative and Expressive**	Snip with easy grip scissors Nursery rhymes	Cutting: snipping, learning how to hold scissors correctly, cutting straight lines, snipping playdough Attaching: using glue sticks to attach paper to paper, tear masking tape and Sellotape to attach materials (box modelling) Painting: use paint brushes effectively, rinse after painting, choosing colours Mark making: colouring in using different colours. Sing songs and make music – selections of musical instruments, nursery rhymes.					
EAD ideas linking to topic	Butterflies collage and painting	Hearts and ladybirds collage and painting	Self-portrait – with outline face shape.	Self-portrait on mirrors using whiteboard pens	Self-portrait on paper.	Loose parts – making faces and patterns	
Physical Development	**EYFS Progression – Gross Motor** • I can catch a large ball from a gentle throw • I can climb up the slide • I can manage my own clothes when I go to the toilet • I may have the occasional accident, but am mostly dry during the day • I can keep my body still when sitting **EYFS Progression – Fine Motor** • I can hold my pencil with a four-finger grip or tripod grip (fist/ palmer / 5 finger is Working Towards)						
Physical Development **1. Gross motor** **2. Fine Motor**	Mark making Health and safety inside and outside Play outside safely	Mark making Health and safety inside and outside Play outside safely	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills	Mark making Health and safety inside and outside Play outside safely. Develop balance and movement. Develop simple ball skills
Funky Fingers					Using scissors to cut along straight lines (shapes and patterns)	Lacing boards	Pumpkins and golf tees with hammers

Personal, Social and Emotional	**EYFS Progression** • I can separate from my carer with support • I can share a toy with another child • I can wash my hands when reminded • I can join in a range of activities • I can follow simple nursery rules (walk inside, share, take-turns, tidy up) • I can play alongside another child • I can talk to another child • I can talk to an adult						
Personal, Social and Emotional (SCARF) **1. Self-regulation** **2. Managing Self** **3. Building Relationships** **plus Marvellous Me (SCARF unit)**	Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary.	Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary.	Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys with support.	Separate from carer with support. Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys and play alongside others with support.	Separate from carer with support. Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys and play alongside others with support. Explore different areas of provision, engaging in activities.	Separate from carer with support. Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys and play alongside others with support. Explore different areas of provision, engaging in activities.	Separate from carer with support. Use the toilet and wash hands with some help. Follow routines during the day. Seek comfort from adults if necessary. Share toys and play alongside others with support. Explore different areas of provision, engaging in activities.