


# Autumn 1 - Marvelous Me

# Cygnets Medium Term Planning

<p><b>Core Books</b></p> 	<p><b>PSED</b> We will be learning about nursery routines, boundaries and expectations.</p> <p>Getting to know adults in the room, learning who our key person is.</p> <p>With support, becoming more able to separate from parent or carer in the morning/afternoon and able to explore new situations.</p> <p>Visual reminders will be displayed to support understanding.</p> <p>We will begin to name emotions e.g. happy, sad.</p> <p>Learn the names of adults and seek help where required – seeking comfort from familiar adults when needed and distract with a comfort object when upset.</p> <p>Start to know their own name, preferences and interests and is becoming aware of my unique abilities.</p>	<p><b>CLL</b> The children will be sharing books with an adult.</p> <p>Children will start to develop a favourite book and seek them out to share with an adult.</p> <p>Children to listen and join in with songs and rhymes</p> <p>The children will be encouraged and supported to pay attention for short periods of time.</p> <p>Children will begin to repeat words and phrases from a favourite book or rhyme.</p>	<p><b>Physical</b> The children will be able to access a variety of activities indoors and outdoors to promote gross motor actions. Focusing on –</p> <p>Running that using the whole of my foot will help me run on different surfaces. I can begin to run on different surfaces.</p> <p>Jumping—I know that if I bend my knees, it will make jumping easier. I can jump forward. I can sit up from lying down, stands up from sitting and squats with steadiness.</p> <p>Children will begin to sit comfortably on a chair with both feet on the ground.</p> <p>Children can climb up and down stairs by placing both feet on each step while holding a handrail and adult for support.</p>
<p><b>Maths</b> Children will start to understand that things exist even when out of sight Eg I have two socks Where is the other sock?</p> <p>Compare and recognise changes in numbers. (more, lots same).</p> <p>With support know some counting words. With support, know some counting gestures eg pointing, making sounds, saying some numbers.</p> <p>With support know my way around familiar environments, for example, where I sit to listen to a story or where I have my nappy changed.</p>	<p><b>UW</b> Children to know where their eyes, ears, mouth and nose are.</p> <p>To identify the weather changes.</p> <p>Children to identify who is in the family home.</p> <p>With support children will be able to identify some of the key parts of their routine at home such as mealtimes, getting ready for nursery.</p> <p>Children will begin to sense their own immediate family and relations and pets.</p>	<p><b>EAD</b> Children will start to understand the cause and effect of their actions in mark making.</p> <p>Children begin to enjoy the sensory experienced in mark making.</p> <p>Starting to know that their voice makes a sound and explore the sound that it makes</p>	<p><b>Literacy</b> Children will be beginning to listen carefully to rhymes and songs, paying attention to how they sound by looking at who is speaking and copying simple actions.</p> <p>Children will have opportunities to mark make both indoors and outdoors.</p> <p>Join in with familiar nursery rhymes.</p> <p>Children will be beginning to engage in story times by looking at who is speaking and copying some simple gestures.</p>