











MTP Au 1 2025 All About Me	<u>C &amp; L</u>	<u>PD</u>	<u>PSED</u>	<u>Eng</u>	<u>Maths</u>	<u>UTW</u>	<u>EAD</u>	<u>Home learning R</u>
Reception Outcome	To be able to listen to a comment made by a friend in a one to one group and respond appropriately.	To be able to skip, hop and stand on one leg for seconds at a time.  To be able to hold a pencil correctly between thumb and two fingers, consistently and independently.	To be able to share something that they are good at and how they know e.g. "I am good at painting because I can paint a rocket".  To be able take turns with others with minimal support.  To be able to play as part of a group and build on the ideas of others both as a leader or a follower.	To be able to recognise Set 1 sounds and match the letter to the sound independently.  To be able to form some recognisable letters from their name.	To be able to count out accurately 1:1 to 10.  To be able to accurately sort items according to set criteria.	To be able to talk about an experience they have had e.g. birthdays, holidays etc.  To be able to talk about members of their immediate family who are older or younger than them.	To be able to use lines to enclose a space and represent objects. E.g. drawing a circle and saying "that is a head".  To be able to take on a role in role play based on their home experiences.	
Nursery Outcome	To be able to answer simple who/what/where questions about themselves with accuracy.	To be able to respond to instructions- walk, run, stop, accurately, safely and with consistency.  To be able to make snips in paper with child's scissors.	To be able to make a preference known e.g. "I like playing with bricks".  To be able to play happily alongside others.  To be able to find a friend to share an activity	To be able to recognise their name, signs and advertising logos.  To be able to distinguish between the marks they make e.g. that is the head and this is the body".	To be able to match 2 identical items and explain how you know they are the same.  To be able to sort according to colour, size or shape.	To be able to describe their own immediate family.  To be able to categorise relatives according to whether they are older than them or not.	To be able to make a controlled mark with a pencil with a purpose in mind.  To be able to use small world toys to create a pretend situation.	

			<b>with, with support from an adult.</b>					
Week 1	Provision Circle Time Routines What I like - whole class mood board	Getting changed. Walking in a line. Fine motor provision - transferring objects with pincer grip	What I like - whole class mood board Making choices by choosing to access a 'busy job' - Rec - do they have purpose in mind?	Finding names  Name practice  Self portraits	Reception: Getting to know you - Just Like Me It's Me, 1,2,3, Light & Dark Castle number assessment to 25, How old are you Maths about me, Favourite animal and count, Nursery: Colours red • Blue • Yellow	Circle times - Discussing families/bringing in family photos My family- "Family and Me". 	Draw it - Focussing on drawing themselves and their family Controlling their pencil - giving meaning to marks they make	Bringing in a family photo to discuss during circle time.
Week 2	Provision  Circle Time	Getting changed. Routines. Walking in a line. Start/stop games Fine motor-provision - Using tweezers to transfer objects	Rules for playing-turn taking. Provision based.	Traditional tales Three Bears Storytelling and sequencing Draw it - three bears whole class	Reception - Getting to know you - focus on Goldilocks: Colour and count the characters - ten frame, How many can you see? Puzzle number strips, Pattern Nursery - Colours • Green • Purple • Mix of colours	My family and Me family trees referring back to story. 	Three bears family role play Retell story Making food Sharing experiences	Three Bears picture

Week 3	Provision Circle Time	Start/stop games Introducing skipping. Fine motor-provision - Malleable lions 	Link to Eng- book about resilience and determination.  How do we get better at something? How do we know we are good at something?	Traditional tales Three Bears - talk for writing Story maps   Nursery - Using small world play to retell story.	Reception - Getting to know you - focus on Humpty Dumpty Sequencing day, Sequence Humpty Dumpty, Favourite meals, Number game, Positional language Nursery - Match • Buttons and colours • Matching towers • Matching shoes	Old and young sorting Sorting pictures Creating a timeline baby, toddler, child, adult, elderly	Link to PSED - The lion inside Study artist Andy Warhol 	Positional language - Where is Baby Bear?
Week 4	Provision Circle Time	Getting changed. Routines. Walking in a line. Start/stop games Introducing hopping. Fine motor-provision: Peg box and timer strengthening palm strength.	The power of yet...! Song and story. What can you not do... yet!	Exploring letters Reading the Jolly postman - (focussing on Goldilocks letter/invitation to the three bears) Exploring invitations <i>Whole Class</i>	Reception - Just Like Me - identify matching buttons, Identify matching socks, Describe size and shapes of lids, Sorting buttons in groups, Collecting natural material and sorting. Nursery - Match • Match number shapes • Match shapes • Pattern handprints - big and small	Exploring celebrations - discussing celebrations they have had. Creating celebrations through small world. 	The lion inside Study artist Andy Warhol  Adding detail Eyes, Nose, mouth, whiskers	Designing a place mat on a template for international food day. 
Week 5	Provision Circle Time	Getting changed. Routines. Walking in a line. Start/stop games Balancing on one leg	Proud wall/achievement wall. What am I good at? Take photos and create	Creating an invitation for international food day. <i>Whole class</i>	Reception - Just Like Me - Match sizes Compare - more and fewer, Compare taller	Exploring textures of food. Sorting, exploring & describing.	Small world focus creating their homes and families. Role play home scenarios.	Parents to create a dish with their child at home to bring in for

		<p>Fine motor-provision - pasta/straws</p> 	<p>an achievement wall. Making it together, sharing their achievements. (link to CL)</p>		<p>and shorter, Compare longer shorter, Capacity using boxes. Nursery - Sort • Colour • Size • Shape</p>	 		<p>international food day.</p>
<p>Week 6 Fiji Day</p>	<p>Provision  Circle Time</p>	<p>Getting changed. Routines. Walking in a line. Start/stop games Movement sequence Fine motor-provision - transferring buttons to create patterns</p> 	<p>Link to international food day. What am are my likes/dislikes?</p>	<p>Focusing on different foods and their likes and dislikes. Creating a list of foods they like.  Nursery - Discussing about likes and dislikes about food. Recognising food logos and restaurants - readiness for reading.</p>	<p>Reception - Just Like Me - AB Patterns with natural objects, AB Patterns with household , AB shape patterns, Spot the mistake in repeated pattern, Patterns using body and movement Nursery - Sort • What do you notice? • Guess the rule • Guess the rule</p>	<p>Discussing who is in our families Comparing them to others. Similarities/Differences -Our family book</p> 	<p>Draw it - Ourselves and our families</p>	<p>Making food at home to represent their culture/heritage</p>
<p>Week 7</p>	<p>Provision  Circle Time</p>	<p>Getting changed. Routines. Walking in a line. Start/stop games Movement sequences Fine motor-provision - pumpkin seeds and tweezers - maths link: to match the correct</p>	<p>Link to English Discussing how people work together and help each other. People who help us.</p>	<p>Base a talk for writing story on the enormous pumpkin. Story map the story.  Nursery - draw it 'Enormous pumpkin'</p>	<p>Reception - It's Me 1,2,3 - Number 1,2,3 Sorting objects and subitising, Number 1,2,3 Memory game Nursery - Number 1 • Subitising •</p>	<p>Making pumpkin homes discussing how people need shelter, food, love, rest.</p>	<p>Creating themselves outdoors. Adding their features - Eyes, nose, ears, hair</p>	<p>Subitising dice colouring game. Dice template</p> 

		amount of seeds to numeral.			Counting • Numeral			
Week 8 Harvest Festival	Provision  Circle Time	<p>Getting changed. Routines. Walking in a line. Start/stop games Games- skip, hop, balance Fine motor-provision -</p>  <p>sorting different types of seeds with tweezers.</p>	Thankfulness Harvest	<p>Acting out the 'Enormous Pumpkin' through small world and role play. Remembering beginning, middle and ending and key story telling language Nursery: Clapping and counting syllables for characters in the story.</p>	<p>Reception - It's Me 1,2,3 - sorting 1,2,3 - dominoes, Matching pictures to the numerals 1,2,3, Find 1 more and 1 less, Composition of 3 Nursery - Number 2 Subitising dice pattern, Subitising random pattern, Subitising - different sizes</p>	<p>Making homes in the construction area making sure they include what people need. Shelter, food, love and rest.</p> 	<p>Exploring texture and pattern using a range of food.</p> 	Autumn treasure hunt - Collecting treasure to create autumn pictures.