

## EYFS Medium Term Topic Plan – Autumn 1 – Marvellous Me

	<b>Wk 1 – 4.9.23</b>	<b>Wk 2 – 11.9.23</b>	<b>Wk 3 – 18.9.23</b>	<b>Wk 4 – 25.9.23</b>	<b>Wk 5 – 2.10.23</b>	<b>Wk 6 – 9.10.23</b>	<b>Adaptions</b>
<b>Past and Present</b>	Building Relationships - Begin to form positive attachments to adults and friendships with peers	Building Relationships- Begin to form positive attachments to adults and friendships with peers	<p>Intent: Children will start to think about themselves as a person.</p> <p>Implementation: Children will be introduced to the book – Marvellous me. Share the story.</p> <p>Impact: Children will be familiar with the story and will start to think about what makes them special.</p>	<p>Intent: Children will talk about what makes them special and unique.</p> <p>Implementation: Recap the story Marvellous Me and discuss what they think makes them special. They can draw a picture of themselves and write their names.</p> <p>Impact: Children will draw a picture of themselves and say what makes them special.</p>	<p>Intent: Children will start to think about the people they have in their families.</p> <p>Implementation: Talk to the children about who is in your family. Have a circle time and go around the group and talk about who is in their families.</p> <p>Impact: Children will know who is in their immediate family.</p>	<p>Intent: Children will be able to draw a picture of their families.</p> <p>Implementation: Children will draw a picture of their families.</p> <p>Impact: Children can discuss who is in their family and describe them/ draw them.</p>	
<b>People, Culture and Communities</b>	Building Relationships - Begin to form positive attachments to adults and friendships with peers	Building Relationships- Begin to form positive attachments to adults and friendships with peers	<p>Intent: Children will understand that they go to Pondhu school and they are in Reception.</p> <p>Implementation: Children will go out in small groups to have a tour of the school. Do they start to recognise different places?</p> <p>Impact: Children will know that their school is Pondhu and where things are in the environment.</p>	<p>Intent: Children will be able to talk about their school – Pondhu. They will know that this is their school but other children go to different schools.</p> <p>Implementation: Children will talk about how their school is Pondhu but not everybody goes to school. They will look at similarities and differences between these schools e.g. jumper colours, badger etc.</p>	<p>Intent: Children will understand that they are a part of the community of Pondhu school.</p> <p>Implementation: Children will start to think of themselves as a Pondhu pupil. They will talk about the uniform that they wear here – colours etc.</p> <p>Impact: Children will talk about what makes them part of the Pondhu community.</p>	<p>Intent: Children will know what their Pondhu uniform is like and will be able to paint it in a portrait.</p> <p>Implementation: Children will paint a self-portrait of themselves in their Pondhu school uniform.</p> <p>Impact: Children will be able to paint themselves in their Pondhu uniform.</p>	



GM/PE	<p>Intent: Negotiate space and obstacles safely. Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely. Implementation: Twinkl PE – Mr Keast</p>	<p>Intent: Negotiate space and obstacles safely. Implementation: Twinkl PE – Mr Keast</p>	
<p>Self-regulation and Managing self</p> <p>Jigsaw – Being Me in My World</p>	<p>Intent: I understand how it feels to belong and that we are similar and different. Implementation: Children will explore a box of toys and say which they like the best. Explain they are unique just like them but are also the same. Impact: Children can talk about what makes us different and the same.</p>	<p>Intent: I can start to recognise and manage my feelings Implementation: Look at the emotions pictures – talk about how they feel about starting at school. Children will talk about times they've felt happy/sad etc. Impact: Children can talk about their own feelings and what makes them feel that way.</p>	<p>Intent: I can work together with others and consider other people's feelings. Implementation: Children work together to talk about why we should share things and how it makes people feel if we don't. Talk about the importance of working together. Impact: Children will consider how other people will feel depending on the actions they take.</p>	<p>Intent: I understand why it is good to be kind and use gentle hands. Implementation: Children will talk about why hands are not for hitting. They will discuss times when they have been hurt by somebody and if they have ever hurt someone because they were cross. Impact: Children will know why it is important not to hurt people when we are angry or upset.</p>	<p>Intent: I am starting to understand children's rights and this means we should all be allowed to learn and play. Implementation: Children will discuss rights that they have and what the point of rules are. They are the to keep everyone happy. Impact: Children will know that they have rights and what some of those are.</p>	<p>Intent: I am learning what being responsible means. Implementation: Children will discuss their rights and responsibilities within the classroom. They will discuss how they can help to keep everyone safe. Impact: Children will know that there are jobs in the classroom that they are responsible for.</p>	
Discovery RE	<p>Intent: Children will know who Bertie owl is. They will talk about activities they do with their families. Implementation: Children will have a discussion about what they do with their families – teacher will record. Impact: Children will know and can describe activities they do with their families.</p>	<p>Intent: Children will be introduced to Jigsaw Jenie. They will say what makes people special. Implementation: The teacher will pull a name out of a hat and say why this person is special Impact: Children will know that people are special for different reasons.</p>	<p>Intent: Children will start to learn about role models and what their job is. Implementation: Children will look at pictures of people doing different things. They will discuss these people being role models to others. Impact: Children will know what a role model is and who is one to them.</p>	<p>Intent: Children will learn that Jesus did special things to help others and he is a role model to Christians. Implementation: Show the children a picture of Jesus. Children will learn that Jesus is a role model to Christians. They will hear the bible story of Jesus healing the paralysed man. They will discuss if they think he is special or not.</p>	<p>Intent: To understand that Christians believed that Jesus performed miracles. Implementation: Bertie Owl is blindfolded – children discuss how he would feel. Children will recap who Jesus is and that he is God's son. Read the story of God healing Bartimaeus – how would they feel if they saw Jesus perform a miracle? Impact: Children will be able to talk about the</p>	<p>Intent: Children will know that Jews follow the ten commandments and why rules are important. Implementation: Discuss the school rules, what is most important? Why do we have them? Share the story of Moses being receiving the ten commandments. Explain that Jews use the Ten Commandments as their rules for living</p>	

				Impact: Children will know that Jesus was a role model to Christians and he did special things.	miracles that Christians believe Jesus performed.	Impact: Children will know why rules are important and how Jews follow the ten commandments.	
LA/U/S Story starts and Favourite 5 Nursery Rhymes (Rhyme of the week)	Story time  Humpty dumpty	Story time  Row, row, row your boat	Story time  Incy wincy spider	Story time  Baa, baa black sheep	Story time  I can sing a rainbow	Story time  Humpty dumpty, row, row, row your boat, incy wincy spider, baa, baa black sheep, I can sing a rainbow	
Music	Monday – Charanga Unit						
LA/U/S Class reader Favourite Five	<p>What makes a me?</p> <p>A Squash and a squeeze The Tiger who came to tea 5 Minutes peace Each peach pear plum Super Duper you</p>						

