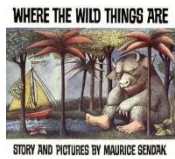



## EYFS Medium Term Topic Plan – Autumn 1 – Marvellous Me

	<b>Wk 1 – 9.9.24</b>	<b>Wk 2 – 16.9.24</b>	<b>Wk 3 – 23.9.24</b>	<b>Wk 4 – 30.9.24</b>	<b>Wk 5 – 7.10.24</b>	<b>Wk 6 – 14.10.24</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>	



				<p>Drawing Club</p> 	<p>Drawing Club</p> 	<p>Drawing Club</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>	
<p>Kapow Religion and World Views</p>		<p>Intent: To talk about what makes us special and see themselves as a valued individual. Implementation: Children will talk about what is special to them and what makes us special. They will learn what special</p>	<p>Intent: To know about different beliefs and celebrations and talk about members of their community and family. Implementation: Children will remember the meaning of special and will be able to say who is</p>	<p>Intent: To talk about special people in our community and talk about the lives of people around us. Implementation: The children will talk about who helps and cares for us in the community. They</p>	<p>Intent: To know why it is important to care for others. Implementation: Children will discuss that a shepherd is a person who takes care of sheep. They will watch the lost sheep video and talk about who</p>	<p>Intent: To know that Jesus is special to some people. Implementation: Children will listen to the story of Jesus and the little children. They will talk about why Jesus is special to Christians. Children will</p>	

		means. They will make a paper chain. Impact: Children know what special means and can say why they are special.	special to them. They will talk about how god is special to some people and why. Impact: The children will know that some people believe god is a special person. They will know who is special to them.	will share their thoughts on who helps them. Impact: The children can list people who help us and can say how they help in the community.	is special in the story and how they have treated each other. Children will make friendship bracelets and give to people who show them kindness. Impact: Children will know the importance of caring for others, showing kindness and respect.	design and kindness badge. Impact: Children will know that Jesus is special to Christians.	
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>						

