

Aire – Autumn 1 Medium Term Plan



Key: Reception Nursery All

All About Me and My Feelings - How can we understand and celebrate our differences and feelings?

	Focus Book	Key Vocabulary	Key Questions	
Week 1/2	The Colour Monster - <i>What are feelings and how do we recognise them?</i>	happy, sad, angry, scared, calm, mixed-up	What does happy look like? Can you show me a sad face? How do you feel when someone shares with you? What makes you feel cross? What can we do when we feel upset?	How can we tell how someone is feeling? What words can we use to describe our feelings? What helps us feel better when we're sad or angry? How do our faces and bodies show feelings? Can feelings change during the day?
Week 3/4	Have you filled your bucket today? - <i>How do our actions affect others?</i>	kind, helpful, bucket, fill, happy, share	What happens when we say "please" and "thank you"? How do you feel when someone is kind to you? What can we do to help a friend? What happens when we push or snatch? Can we make someone smile today?	What does it mean to be kind? How do our choices make others feel? What happens when we don't listen? How can we solve problems with friends? Why is it important to think before we act?
Week 5/6	The Smeds and the Smoos - <i>What makes a family?</i>	different, together, explore, planet, friendship, accept	Who is in your family? What do you like to do with your family? Do families all look the same? Who helps you at home? Can you draw your family?	What does the word "family" mean? How are families different and the same? What makes a family special? How do families take care of each other? Can friends be like family? What does it mean to belong? How do different families celebrate new babies?

Provision Enhancements

Inside							Outdoors		Visits/ Visitors and Events
Mark-making/creative	Role-play area	Investigation Station	Small world	Playdough	Sensory tray	Fine Motor table	Sand/mud/water	Mark making	
1. Can you make a monster using collage materials? <i>(Use googly eyes, feathers, pipe cleaners, card, and scissors)</i> 2. Decorate a paper plate face <i>(Add mirrors, yarn for hair, buttons for eyes, and crayons for features)</i> 3. Can you create a loose part family? <i>(pebbles, sea glass, lolly sticks)</i> 4. Emotion faces – can you draw a happy face etc. <i>(emotion faces and paper, pencils)</i> 5. Observational drawing of pumpkins? <i>(Black paper and orange, white, green chalks)</i> 6. Can you copy your name? <i>(names on the table with various writing tools)</i>	Family Life Corner - Add: Family photos (from home or drawings by children) - Props for home routines: tea set, baby bottles, blankets, clothes, laundry basket, pretend food Sign: "Can you look after your family?"	Focus: Senses, bodies, emotions - Mirrors, magnifying glasses, measuring tapes (height, foot size) - Scent pots (cotton balls with vanilla, lemon, etc.) - Texture cards (rough, smooth, bumpy) - Emotion stones or faces to sort/match - X-rays or body part puzzles	1-2 Dolls house with diverse family figures, furniture, pets 3-4 Mini-Me figures of children for role play 5-6 Community Helpers – Add post office, doctors, builders, etc., to reflect children's real-world experiences	1-2 Can you make a playdough face? <i>(Add mirrors, googly eyes, buttons, pipe cleaners)</i> 3-4 Can you make your family using playdough? <i>(Use different colours and sizes for family members)</i> 5-6 Can you make your alien families using playdough? <i>(Add googly eyes, buttons, pipe cleaners)</i>	1–2: Sensory Base: Dyed rice or pasta in emotion-themed colours (red = angry, blue = sad, etc.) Enhancements: Emotion faces, mirrors, small buckets, scoops 3-4 : Sensory Base: Sand with glitter and pom-poms Enhancements: Mini buckets, laminated kind actions, scoops 5-6: Sensory Base: Red and blue jelly or water beads Enhancements: Small world aliens, tweezers, colour sorting bowls	1-2 Threading Wool Hair Children thread wool through pre-punched card faces to create hairstyles.. 3-4 Peg My Name Match peg to name card . 5-6 Sticker Self-Portraits Use small stickers to decorate face templates (eyes, nose, mouth, etc.).	<i>Large Trucks and Diggers</i> Add: Big construction vehicles, bricks, and scoops for digging and transporting Focus: Gross motor, imaginative play, teamwork	1-2 Draw around each other with chalk or bricks <i>(Children decorate their outlines with leaves, sticks, or chalk patterns)</i> 3-4 Footprints and handprints – compare sizes <i>(Use chalk or paint on outdoor surfaces or large paper rolls)</i> 5-6 Large body collage – add labels <i>(Use natural materials to decorate body outlines and label parts)</i>	- Family transition days - Autumn walks in the grounds or local area

Area of Development	Continuous Provision (CP) Approaches and enhancements These approaches support child-led exploration and spontaneous language development:	Adult-Led Approaches These approaches support structured language development and targeted teaching:	Nursery Intended Outcomes	Reception Intended Outcomes
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Communication & Language	Listening • Small-world play with characters and props to encourage listening to peers. • Role play areas (e.g. home corner) where children listen to others during pretend scenarios. • Construction and sand/water play with adult modelling of language, encouraging children to listen and respond. Attention • Open-ended resources that promote sustained engagement (e.g. loose parts, sensory trays). • Independent storytelling stations with puppets or story stones to encourage focus. • Outdoor provision with natural materials and nature hunts to support attention through curiosity. Understanding • Object-based play (e.g. matching games, treasure baskets) to support pointing and responding. • Mini provocations with labelled items to encourage understanding of vocabulary and concepts. Speaking • Peer play in small world, role play, and block areas to encourage sentence building and expressive language. • Snack time conversations with prompts like “What do you need?” or “Tell me about your fruit.” • Mark making and storytelling areas where children narrate their play or describe drawings.	Listening • Story time with repeated refrains and interactive questioning. • Song and rhyme sessions to build auditory memory and phonological awareness. • Guided carpet sessions with visual prompts and props to support listening. Attention • Circle time games to build attention. • Focused small group work with turn-taking and listening tasks. • Visual timetables and cues to support attention during transitions. Understanding • Interactive story sessions with “why” and “how” questions. • Adult-led play modelling with clear instructions and vocabulary. • Concept-based discussions (e.g. big/small, on/under) using real objects or books. Speaking • Rhymes and poems with opportunities to join in and repeat. • Role play modelling with adult joining in and extending language. • Small group storytelling where children retell or act out familiar tales. • Show and tell where children bring in and talk about items from home.	Listening I can begin to listen to stories and nursery rhymes. I can begin to listen to instructions. I can listen during adult-guided activities. Attention I can focus on an activity I choose for a short time. I can begin to show attention to the adults in my setting. Understanding I can point to objects when someone talks about them. Speaking I can link words together when I talk. I can use words to tell others what I need. I can say more sounds clearly as I learn to talk.	Listening I can listen to other children in my class. I can listen during story time and show interest in the books. Attention I can sit on the carpet and show some attention. I can pay attention to one thing at a time. Understanding I can follow simple one-step instructions. I can understand and respond to ‘why’ questions. Speaking: I can speak in simple sentences. I can say rhymes, sing songs, and join in with poems. I can talk to adults and children in my class. I can talk to other children during my play.
Personal, Social & Emotional	Self-Regulation • Emotion-themed small world play (e.g. Colour Monster figures). • Cosy corners or sensory spaces for self-soothing and quiet reflection. • Books and puppets in provision to prompt talk about feelings. • Mirrors and emotion cards in areas like role play or dressing up. Managing Self • Tidy-up routines built into transitions and role play. • Visual prompts for rules like “kind hands” or “kind vords” in provision zones. • Turn-taking games in construction, sand, and small world areas. • Snack time routines that encourage independence and self-care. Building Relationships • Role play and small world to explore friendships and family. • Group snack time to encourage social talk and sharing. • Family-themed provocations (e.g. photo books, dolls) to prompt discussion. • Outdoor play with shared equipment to practise cooperation and space awareness.	Self-Regulation • Circle time discussions about feelings using emotion cards or puppets. • Stories about emotions (e.g. <i>The Colour Monster</i>, <i>Ruby’s Worry</i>) with reflective questions. • Calm-down strategies taught during carpet time (e.g. breathing, counting). • Songs and rhymes about feelings and self-regulation. Managing Self • Carpet sessions introducing rules and routines. • Social stories about making good choices and managing behaviour. • Group games to practise turn-taking and problem-solving. • Praise and celebration routines to build pride and self-awareness. Building Relationships • Circle time to talk about families, friendships, and changes. • Stories and role play exploring empathy and kindness. • Small group discussions about special people and transitions. • Guided play modelling respectful communication and conflict resolution.	Self-regulation: I can show when I feel happy, sad, tired or upset. I can listen to stories about feelings. I can say how I feel using simple words. I can begin to calm down when I feel upset. Managing Self: I can help tidy up the toys I’ve used. I can follow simple rules like “kind hands.” I can try to make good choices. I can wait my turn for a short time. Building Relationships: I can sit with my friends and keep my own space. I can look after the toys and things we use together. I can talk about people who are special to me. I can talk about changes like starting nursery.	Self-regulation: I can talk about my feelings to a grown-up or a friend I trust. I can name some feelings like proud, frustrated or cheerful. I can use strategies to help me feel calm. I can show I’m ready to learn by managing my feelings. Managing Self: I can take turns and share with my friends. I can be proud of myself when I do something well. I can help solve problems with my friends. I can manage my behaviour in different parts of school. Building Relationships: I can comfort a friend who is upset. I can talk to a grown-up I trust at school. I can say sorry if I hurt someone. I can talk about who is in my family and what makes them special.
Physical Development	Gross Motor • Outdoor play with bikes, scooters, climbing frames, and tree stumps. • Sand and water play with scooping, pouring, digging, and lifting. • Music and movement areas with scarves, ribbons, and instruments for stamping, clapping, and dancing. • Construction zones with large blocks and crates for lifting, stacking, and balancing. • Nature walks and obstacle trails to encourage crawling, climbing, and running with control. • Soft play shed with large blocks and tunnels to encourage lifting and crawling Fine Motor • Mark-making stations with chunky crayons, chalks, and paintbrushes for palm grip use. • Playdough tables with rolling, pinching, and squeezing tools to build hand strength.	Gross Motor • Guided movement sessions (e.g. scarf dance, action songs, specific skills) to develop coordination and rhythm. • Adult-led climbing and balancing challenges with safety modelling. • Music sessions with clapping, stamping, and body percussion. • Targeted outdoor challenges (e.g. “Can you crawl under the tunnel?”) to build control and core strength. Fine Motor • Dough-disco sessions multisensory techniques to support hand strengthening • Adult modelling of tool use (e.g. scissors, pencils, tweezers). • Guided mark-making sessions with focus on grip and control. • Structured cutting tasks with one-to-one support for snipping and shaping.	Gross Motor: I can walk and crawl confidently. I can climb using both feet at a time. I can scoop and pour things like sand or mud. I can run around the setting with some control. I can clap and stamp along to music. Fine Motor: I can hold mark-making tools using my whole hand (palm grip). I can feed myself using a spoon. I can use spring-loaded scissors to make snips in paper with help from an adult.	Gross Motor: I can begin to use my core muscles to sit up straight on the floor or at a table. I can begin to use tools and equipment safely. Fine Motor: I can use pencils and other tools in a way that feels comfortable for me. I can make snips in paper using one hand or two.

	• Snack time with opportunities to practise spoon use and self-feeding. • Cutting stations with spring-loaded scissors and adult support. • Loose parts play with threading, tweezers, and small manipulatives.			
Literacy	Comprehension • Book corners with a range of fiction, non-fiction, and poetry for independent browsing. • Story baskets and props to retell familiar rhymes and stories. • Nursery rhyme stations with visual prompts and puppets. • Non-fiction books in themed areas (e.g. mini beasts, transport) to support vocabulary development. • Yoto player and earphones with story and props. • Word Reading • Books in all provision areas (e.g. role play menus, labels in construction). • Environmental print (e.g. signs, labels, posters) for pointing and recognition. Writing • Mark-making stations with varied tools (chalks, crayons, paintbrushes). • Name recognition stations with light board, magnetic letters, name cards, and tracing sheets to encourage early letter use. • Role play writing (e.g. shopping lists, menus, name tags). • Outdoor writing prompts (e.g. nature journals, signs). • Emotion or storytelling drawing areas to express feelings through marks.	Comprehension • Story time with repeated refrains, prediction questions, and vocabulary focus. • Poetry and rhyme sessions with actions and repetition. • Guided book sharing to explore book structure (beginning, end, left to right). • Non-fiction book talks to introduce topic-specific vocabulary. Word Reading • Sound discrimination games (e.g. “What can you hear?” with instruments or nature sounds). • Phonics sessions introducing oral blending and segmenting. • Rhyming games and songs to develop phonological awareness. • Interactive story sessions with sound and word matching. Writing • Guided mark-making activities with adult modelling. • Name writing practice using tracing, copying, and memory prompts. • Small group writing tasks with meaning-making (e.g. “What does your mark say?”). • Story scribing where adults write children’s words to match their drawings.	Comprehension: I can join in with parts of familiar rhymes and stories. I can sing some parts of nursery rhymes. I can learn new words from stories, rhymes, poems and non-fiction books. I can find my favourite book and look at it with an adult or on my own. Word Reading: I can hold a book and turn the pages carefully. I can look at pictures and talk about what I see. I can point to words and pictures in a book when asked. I can join in with parts of familiar stories and rhymes. I can choose my favourite book and look at it with an adult or by myself. I can learn new words from stories and rhymes. Writing: I can make marks using different tools. I can begin to tell the difference between my marks and my drawings. I can use marks to show what I want or how I feel	Comprehension: I can join in with rhymes, songs and poems. I can hold a book the right way and turn the pages carefully. I can understand that books have a beginning and an end. I can enjoy listening to and sharing different kinds of books. I can follow the words in a book from top to bottom and left to right. I can tell the difference between pictures and writing in a book. Word Reading: I can tell the difference between sounds like instruments, cars, and animals. I can listen carefully to sounds around me. I can begin to blend sounds together to make words (e.g. c-a-t = cat). I can begin to break words into sounds (e.g. dog = d-o-g). I can join in with sound games and rhyming activities. I can hear and repeat simple sound patterns. Writing: I can write my name by copying it or trying to remember it. I can give meaning to the marks I make. I can begin to understand that writing tells us something.
Mathematics	Subitising • Loose parts play (e.g. buttons, pebbles, conkers) in trays or baskets for instant quantity recognition. • Dot pattern games (e.g. dice, dominoes) in small world or maths areas. • Sound subitising using instruments or claps (e.g. “How many did you hear?”). • Snack time counting (e.g. “You have 3 grapes!”) without pointing or touching. Counting, Ordinality & Cardinality • Role play areas with items to count (e.g. plates, cups, coins). • Construction zones with blocks to count and compare. • Outdoor play with natural objects (e.g. sticks, leaves) for counting and ordering. • Songs and rhymes embedded in provision (e.g. number songs with props). Composition • Loose parts and ten frames to explore how numbers are made (e.g. 2 + 1 = 3). • Partitioning provocations (e.g. “Can you make 4 using two colours?”). • Playdough or peg boards to show parts of a whole. Comparison • Sand and water play with containers for comparing quantities. • Snack time comparisons (e.g. “Who has more crackers?”). • Sorting trays with objects to compare by size, number, or weight. • Construction play with towers of different heights and block counts.	Subitising • Quick image flashcards (e.g. dot patterns, fingers) for instant recognition. • Clap and count games to subitise sounds. • Small group dice games to encourage visual subitising. Counting, Ordinality & Cardinality • Counting songs and rhymes with props and actions. • Guided counting tasks (e.g. “Count the animals in the story”). • Ordinal games (e.g. “Who’s first, second, third?” in line or races). Composition • Adult-led partitioning activities using cubes, counters, or number frames. • Number stories (e.g. “Three bears went out, one came back...”) to explore parts. • Structured maths carpet sessions exploring number bonds. Comparison • Adult-led sorting and comparing tasks (e.g. “Which group has more?”). • Maths talk prompts during story time (e.g. “Who had fewer apples?”). • Visual comparisons using real objects and images.	I can recognise 1 or 2 objects without counting. I can show numbers using my fingers. I can match small quantities to numerals (1–2). I can join in with counting songs. I can find and name circles and triangles using stones, leaves, hoops. I can compare shapes by size and sides using chalk outlines. I can spot shapes in nature (e.g. spider webs, flower petals). I can describe where things are using logs, crates, and baskets.	Subitising I can subitise small groups up to 3. I can subitise objects and sounds. Counting, Ordinality & Cardinality I can count carefully and say how many. I can say which number comes next. Composition I can show how numbers are made of 1s. I can explore how 3 and 4 are made of parts. Comparison I can compare groups just by looking. I can use words like “more than” and “fewer than”. Shape, Space and Measure I can compare size. I can compare mass. I can compare capacity. I can spot and talk about simple patterns. I can copy and continue patterns. I can create my own patterns. I can find and name circles and triangles. I can describe how I know it’s a circle or triangle.
Understanding the World	Past and Present • Family photo displays and baby pictures for children to explore and discuss. • Role play areas with props that reflect home routines and past experiences. • Sequencing activities (e.g. daily routines, life stages) using cards or objects. • Books and story baskets about growing up, change, and time. People, Communities and Culture • Home corner and small world play with diverse dolls, family props, and cultural items.	Past and Present • Circle time discussions about growing up and changes over time. • Story sessions with books about life stages and personal history. • Baby photo guessing games to prompt talk about change and identity. • Guided comparisons of seasonal changes or past vs present routines. People, Communities and Culture • Carpet time discussions about families, friendships, and community roles.	Past and Present I can use words like “now” and “next” when I talk. I can talk about my family and who I live with. I can talk about any pets I have. People, Communities and Culture I can talk about my family. I can name people in my family.	Past and Present I can begin to talk about my life story and how I have changed. I can guess which baby picture is mine and talk about how I’ve grown. I can look at things in nature and talk about how they are different now compared to before.

	• Family-themed provocations (e.g. “Who lives in your house?”). • Snack time conversations about special people and celebrations. • Dressing-up and role play to explore different roles in the community. The Natural World • Outdoor exploration using senses (e.g. leaf rubbings, sound hunts). • Seasonal nature tables with autumn leaves, conkers, and harvest items. • Mini beast hunts and nature walks to observe and describe changes. • Sensory trays with natural materials (e.g. herbs, soil, water) to explore texture and smell.	• Stories and poems that reflect diverse cultures and traditions. • Celebration talks (e.g. birthdays, harvest) to explore shared values. • Small group activities exploring kindness, belonging, and identity. The Natural World • Guided nature walks with prompts to describe what children see, hear, and feel. • Autumn-themed stories and songs to explore seasonal change. • Harvest discussions with real-life objects and sensory experiences. • Observation tasks (e.g. “What’s changed in our garden?”) to develop enquiry skills.	I can talk about who is special to me and why. The Natural World I can show care and respect for the things around me. I can talk about my home and my school and what I like about them. I can use my senses to explore the world around me (e.g. touch, smell, listen, look).	I can talk about things that are the same or different in the past and now. People, Communities and Culture I can talk about people in my family and community. I can name and describe people who are familiar to me. I can talk about what makes me feel special. I can recognise how I am different from my friends (appearance, likes, families). I can say what groups I belong to. I can show people they are welcome. I know that I have a right to learn and play safely and happily. I know that hands can be used kindly or unkindly. I can talk about special things about myself. I know how happiness and sadness can be shown. I know that being kind is a good thing. I can talk about times I felt special and share my memories. I can say what happens when a baby is welcomed in a Christian church. I can say how babies are welcomed in other religions. The Natural World I can describe what I see, hear and feel when I am outside. I can talk about how the seasons change, especially in autumn. I can talk about harvest and why it is important.
Expressive Arts & Design	Creating with Materials • Art stations with varied materials (e.g. thick brushes, sponges, rollers, collage) for free exploration. • Playdough tables with tools for rolling, cutting, and shaping. • Construction areas with large blocks, crates, and recycled materials for building. • Colour mixing trays and paint palettes for experimenting with colour and texture. • Self-portrait provocations with mirrors and drawing tools. Being Imaginative and Expressive • Role play and small world areas with familiar props to support storytelling and acting out experiences. • Music corners with instruments, scarves, and ribbons for movement and sound exploration. • Dance and movement zones with open space and visual prompts (e.g. “Can you move like a leaf?”). • Puppet theatres or storytelling stations for imaginative play.	Creating with Materials • Guided art sessions focusing on techniques like line drawing, colour choice, and observation. • Self-portrait activities with adult support to explore detail and form. • Material exploration sessions introducing tools and safe handling. • Design challenges (e.g. “Can you build a house with a roof?”) to explore function and creativity. Being Imaginative and Expressive • Music sessions with singing, rhythm games, and pitch exploration. • Copy-clap and name rhythm games to build musical awareness. • Movement sessions responding to music with high/low, fast/slow actions. • Story drama sessions where children act out familiar tales or create their own.	Creating with Materials I can recognise colours and choose them for a purpose. I can use thick paintbrushes to make marks. I can roll, cut, and shape playdough into balls and sausages. I can build towers using large construction blocks. Being Imaginative and Expressive I can dance to music. I can move in different ways when I hear music. I can pretend and act out things I know in the role play and small world areas.	Creating with Materials I can safely use and explore different materials, tools and techniques. I can experiment with colour, design, texture, form and function. I can follow straight and curved lines to draw buildings. I can draw detailed self-portraits using materials I choose. I can begin to use observation skills to draw things with more detail. Being Imaginative and Expressive I can sing songs about myself and my community. I can sing on my own or in a group, matching the melody and pitch. I can copy-clap the rhythm of names. I can explore high and low sounds using my voice. I can begin to move in response to music