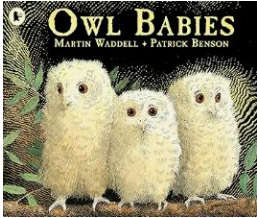
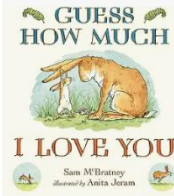





LEARN, GROW, ACHIEVE

<p>Longmoor Value: Kindness</p> <p>Cultural Capital: WOW day based around Autumn Autumn walk Baking autumn goods Harvest festival Halloween celebrations Introduce Muddy Monday European Language Day National Poetry Day TTRS Maths Day Hello Yellow Day Longmoor Loves Reading Day</p> <p>Other enhancements: Library books available daily Introduce the family box Introduce our nursery bear mascot</p>	<p align="center">Medium Term Planning</p> <p align="center">Foundation Stage 1</p> <p align="center">Topic Title: Who is my family?</p> <p align="center">Driver Subject: UW - Past and present</p> <p align="center">Enhancer subject: UW - People, places and communities</p>		<p align="right">Autumn 1 2024</p>
	<p align="center"><u>Week 1-3</u> (9th ,16th and 23rd September)</p> <p align="center">Who lives with me?</p> <p align="center">Book: Owl babies</p> <p align="center">  </p> <p align="center">Role-Play: Indoors - Home corner Outdoors - supermarket</p>	<p align="center"><u>Week 4-5</u> (30th September and 7th October)</p> <p align="center">Who do I love and why?</p> <p align="center">Book: Guess how much I love you!</p> <p align="center">  </p> <p align="center">Role-Play: Indoors - Home corner Outdoors - supermarket</p>	<p align="center"><u>Week 6-7</u> (14th and 21st October)</p> <p align="center">Where do I go with my family?</p> <p align="center">Book: The Big Adventure</p> <p align="center">  </p> <p align="center">Role-Play: Indoors - Home corner Outdoors - supermarket</p>

<u>Characteristics of Effective Teaching and Learning</u>	Playing and exploring - <ul style="list-style-type: none"> • Playing with what they know 	Active learning - <ul style="list-style-type: none"> • Being involved and concentrating 	Creative and critical thinking- <ul style="list-style-type: none"> • Having their own ideas
WRITING	Makes marks on paper	Distinguishes between the different marks they make	Enjoys drawing/writing on paper and different media
READING	Has favourite rhymes, songs, poems or jingles (COMP)	Repeats words and phrases from familiar stories (COMP)	Has favourite books and seeks to share these with an adult (WR)
PSED	Seeks comfort from familiar adults when needed (MS) NEW COHORT	Growing in confidence to explore new places with an adult (BR)	Responds to the need of others with adult support (SR)
COMMUNICATION AND LANGUAGE	Holds a conversation, jumping from topic to topic (S) NEW COHORT	Identifies action words in instructions eg jump, clap (LAU)	Shows an interest in play with sounds, songs and rhymes (LAU)
UNDERSTANDING OF THE WORLD (Past and Present) (DRIVER SUBJECT)	Has a sense of own immediate family and home		In pretend play imitates everyday actions and events from own family/cultural background
UNDERSTANDING OF THE WORLD (PCC)	Has a sense of own immediate family and home		In pretend play imitates everyday actions and events from own family/cultural background

(ENHANCER SUBJECT)			
UNDERSTANDING OF THE WORLD (The World)	Explores small world such as farm or zoo		Explores and responds to different natural features in the setting and wider environment
PHYSICAL DEVELOPMENT GROSS MOTOR	Climbs confidently and begins to pull themselves up on nursery climbing equipment	Runs safely on whole foot	Squats steadily to rest or play with object on ground and rises appropriately
FINE MOTOR	Shows control in holding and using jugs to pour, hammers and mark making tools	Begins to use all fingers and thumb to hold mark making tools	Turns pages in a book, sometimes several at once
EXPRESSIVE ART AND DESIGN CREATING WITH MATERIALS	Experiments with a range of materials	Enjoys and responds to playing with colour in a variety of ways eg combining colour	Experiments with ways to enclose a space, create spaces and represent objects
EXPRESSIVE ART AND DESIGN BEING IMAGINATIVE AND EXPRESSIVE	Enjoys taking part in songs and rhymes	Shows an interest in the way musical instruments sound	Creates sound by banging, shaking, tapping and blowing

<p>NON-STATUTORY</p> <p>TECHNOLOGY</p> <p>Non-statutory should be in your weekly provision</p>	<p>Can begin to show curiosity in digital devices that are familiar in own life (information technology)</p>	<p>Can you attempt to operate simple equipment? e.g. i-pad/remote control car (Information Technology)</p>	<p>Can you begin to respond to some positional language in your play? (Computer Science)</p>
<p>NON-STATUTORY</p> <p>SHAPE, SPACE AND MEASURE</p> <p>Non-statutory should be in your weekly provision</p>	<p>Begins to categorise based on size, shape and colour.</p>	<p>Begins to use language of size eg big, small etc</p>	<p>Anticipates specific time-based events such as mealtimes and home time</p>

- Just grey out about the educational programme you will not be teaching in a given week. For example you may not teach both EAD strands in a week