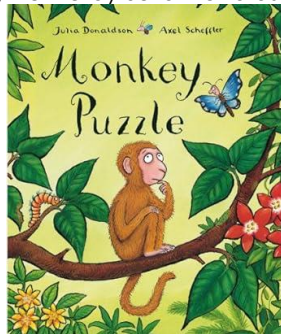
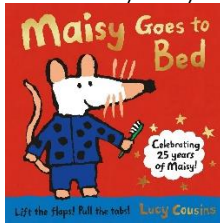


<p><b>Personal, social, emotional development</b></p> <p>I can join group sessions, listen and take part.</p> <p>I can respond to class songs, for example, with the tidy up song by putting at least one of the things that I am engaging with back in the correct place, or with the days of the week song selecting what day it is today.</p> <p>I can communicate what I would like for breakfast, snack time, lunch.</p> <p>I can feed myself independently and am beginning to use cutlery.</p> <p>I can tidy away my cutlery and plate/ bowl or my packed lunch things after I have eaten.</p> <p>I can put rubbish in the correct bin.</p> <p>I can say/sign/communicate who I am during feelings class check in and start to also say/sign/communicate the names of adults and peers.</p> <p>I can say/sign/communicate the adults name and know who to ask for help.</p> <p>I have increased independence when toileting and will wash my hands.</p> <p>I can put my belongings on my peg when I come into class in the morning and collect them at the end of the day.</p>	<p><b>Communication and language</b></p> <p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Take part in circle time</li> <li>• Respond to simple instructions</li> <li>• Talk about myself using describing words such as the colour of my hair and words such as tall, short.</li> <li>• Imagine and recreate roles in real life family situations and fictional stories using role play and small world activities.</li> <li>• Join in songs and nursery rhymes and use Makaton signs.</li> <li>• Listen to and ask questions to get to know my friends in my new class.</li> </ul> <p><b>Computing</b></p> <p>I understand cause and effect to make something change (e.g. move, light up, make a sound).</p> <p>I can explore/ operate a simple digital device to make an action.</p> <p>I can draw a simple picture/ make marks using touch technology.</p> <p>I can recognise and sort objects into simple groups.</p> <p>I can identify trusted adults in school and in the wider community.</p>	<p><b>High Quality Texts</b></p> <p>Developing early reading skills</p> <p>Monkey Puzzle by Julia Donaldson</p>  <p>Maisy Goes to Bed by Lucy Cousins</p> 	<p><b>Physical development</b></p> <p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Travel in a variety of ways</li> <li>• Explore movements with my body</li> <li>• Move with confidence, control and safety</li> <li>• Develop my hand control</li> <li>• Learn to balance of different parts of my body</li> <li>• Play group games and learn to wait my turn</li> <li>• Use small and large equipment</li> <li>• Move to music. Copy and remember movements.</li> </ul> <p><b>Fine motor/OT</b> activities daily. Self-care and hand washing.</p>
<p><b>Understanding the world</b></p> <p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Make connections between features of my family and others</li> <li>• Show interest in different occupations</li> <li>• Get to know my new class and confidently travel around school and begin to describe/ show others where things are</li> <li>• Use a visual timetable to communicate what has happened in the past</li> <li>• Observe things that change and make simple observations</li> </ul>	<p><b>Expressive arts and design</b></p> <p>I am learning to:</p> <ul style="list-style-type: none"> <li>• Explore sounds and move to music</li> <li>• Play a variety of instruments</li> <li>• Sing familiar songs</li> <li>• Name and mix colours</li> <li>• Make models using recycled materials</li> <li>• Explore 2D and 3D art</li> <li>• Use a variety of materials and textiles safely</li> <li>• Act out stories with story prompts and role play.</li> </ul>	<p><b>Literacy</b></p> <p>Listen to a range of stories and nursery rhymes in groups and individually.</p> <p>Rhyme time.</p> <p>Join in with signs and repetitive words and phrases.</p> <p>Fine motor and mark making activities</p> <p>Jigsaws and inset boards</p> <p>Play activities using props from the stories and rhymes.</p> <p>Stage 1 phonics</p> <p>Phase 2 phonics</p> <p>Write/create simple sentences using programmes such as colourful semantics</p>	<p><b>Maths</b></p> <p>Develop number sense skills through counting songs and rhymes (forwards and backwards).</p> <p>Subitising 1-3 and 1-5 and begin to use 5 frames and recognise different representations (such as counters, Numicon pieces).</p> <p>Using Tens frames to subitise 1-10</p> <p>Match numbers to quantities of groups up to 10.</p> <p>Create repeating patterns. Shape and Space. Begin to describe</p>

**Medium Term Plan Moon Class Autumn 1 2025**

**Topic: Who Can I Ask?**

<ul style="list-style-type: none"><li>Develop my curiosity about similarities and differences.</li></ul>		Revise known sounds, new sounds. Oral blending Recognise own name. Make name from letters, write name.	and sort 2D and 3D shapes. Use positional vocabulary Simple problem solving. Combining objects – jigsaws, blocks and cups. Exploring shape in stories.
Educational Visits Exploring our local environment and a visit to the local park.			