



## Medium Term Overview 2025 - 2026



**Term: Autumn 1**

**Topic: All about me**

**Class:      Nursery Porth**

[illegible]



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	<p>select resources and them correctly. Use of the different emotion books to discuss emotions with the children to help them express how they feel, children will be beginning to form friendships and begin playing alongside their peers. The children will start to understand the rules and boundaries within the nursery setting begin to follow them.</p> <p><b>Focus Skills:</b></p> <p><b>Week one – Teaching Awareness of Emotions and Feelings</b></p> <p><b>Week two- Teaching and Modelling Managing Emotions and Feelings</b></p> <p><b>Week Three- Teaching and Modelling Social Communication</b></p> <p><b>Week Four- Teaching Relationship Skills</b></p> <p><b>Week Five- Teaching How to Sustain Positive Relationships</b></p> <p><b>Week Six – Promoting Self-care</b></p> <p><b>Week Seven - Developing Self-Regulation and Executive Function</b></p>					
<b>Communication and Language</b>	<b>Little Wandle</b> The wheels on the bus	<b>Little Wandle</b> Twinkle Twinkle Little Star	<b>Little Wandle</b> Humpty Dumpty	<b>Little Wandle</b> Miss Molly had a dolly	<b>Little Wandle</b> Wind the bobbin up	<b>Little Wandle</b> Round and Round the garden
	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment (ShREC approach) is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Adults recognise the chat to children and use high end interactions with these children (ShREC approach)</p>					



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	<p>The children will begin to listen to simple stories and begin to understand what is happening with the support of pictures. The children will understand that the illustrations in the book help them to understand what is happening and they may start to tell their own versions of the story from what they see. The children will enjoy sharing their favourite books with adults and will start to learn the parts of a book e.g. The front cover, pages.</p> <p>The children will be starting to understand approx. 200 different words, understand more simple questions and instructions. For example, 'where is your shoe?' and 'show me your nose'. They will understand simple action words (for example, 'kiss teddy' or 'dolly sleep'). They will begin to copy sounds and words a lot and be able to say 50 or more single words, even though many of these are not very clear yet.</p> <p>Start to put short sentences together with 2-3 words, such as 'more juice' or 'bye nanny'. Ask questions like 'what's that?' or 'Where going?'. Make the sounds of familiar animals eg: 'moo' for cow. They will begin to use a more limited number of sounds in their words than adults – often these sounds are p, b, t, d, m, n and w. Children will still make mistakes with how they say words at this stage.</p> <p><b>Focus Skills: Taken from Wellcomm assessment.</b></p> <p><b>Week one –</b> <b>Week two-</b> <b>Week Three-</b> <b>Week Four-</b> <b>Week Five-</b> <b>Week Six –</b> <b>Week Seven -</b></p>						
<b>Physical Development</b>	<b>Cosmic Kids Yoga:</b> Pebbles the Panda	<b>Cosmic Kids Yoga:</b> Family Fun Yoga	<b>Cosmic Kids Yoga:</b> Skippy the Donkey	<b>Cosmic Kids Yoga:</b> Furry Friends	<b>Cosmic Kids Yoga:</b> Respecting others	<b>Cosmic Kids Yoga:</b> About senses	<b>Cosmic Kids Yoga:</b> Helping Others



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<b>Gross Motor Skills</b>	<p>Wake and Sake Practice basic physical skills such as, skipping, hopping, running and jumping</p> <p>Balance bikes Parachute</p> <p>Squiggle while you Wiggle</p> <p>Hall Time with big apparatus</p>
<b>Physical Development</b>	<p>Threading, cutting, weaving, playdough, Fine Motor activities, Manipulate objects with good fine motor skills, Draw lines and circles using gross motor movements, Hold pencil/paint brush beyond whole hand grasp, Large scale construction to support muscles in hands e.g. duplo and mobilo, Daily mark making opportunities</p>
<b>Fine Motor Skills</b>	<p>Children will Continue to develop their movement, balancing, riding (scooters, trikes and bikes) Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks. They will increase their skills using one-handed tools and equipment, for example, making snips in paper with scissors. They will learn how to mark make using a variety of resources. Begin to use a comfortable grip with good control when holding pens and pencils and start to show a preference for a dominant hand.</p> <p>Their ability to eating independently and learning how to use a knife and fork will increase as the term progresses. They will begin to have an understanding toileting and may start to show signs of being ready for toilet training. They will start to be independent and make good attempts at dressing and undressing but will still adult support.</p> <p><b>Focus Skill:</b> <b>Week one - When holding crayons, chalks etc, makes connections between their movement and the marks they make</b> <b>Week two - Moves in response to music, or rhythms played on instruments such as drums or shakers</b> <b>Week Three - Jumps up into the air with both feet leaving the floor and can jump forward a small distance</b> <b>Week four – Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</b></p>



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	<p><b>Week Five – Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</b></p> <p><b>Week Six – May be beginning to show preference for dominant hand and/or leg/foot</b></p> <p><b>Week Seven - Holds mark-making tools with thumb and all fingers</b></p>
<b>Literacy</b>	<p>Sensory mark making Daily phonological awareness High quality texts Daily Story Time Our focus story Early Years Library visits</p>
	<p><b>Phonological Awareness</b> Teaching the sounds for S,A,T,P,I,N,M Teach one sound each week, In each session we will play 'What's in the box and then we will clap the syllables, for example S-O-CK. Refer to Little Wandle planning for daily activities.</p>
	<p>Children will have a growing interest in books, they will enjoy sitting and looking at images on books and will start to tell you what they are seeing when asked "What's that?" they will be able to respond by naming familiar pictures. Children will be able to complete sentences from their favourite books when an adult pauses during familiar books the children will finish the sentence. Children will become their own story tellers as they start to recite stories from their favourite books. They will find turning pages of a board book easier but may still struggle with paper books.</p> <p>The children will be joining in with their favourite nursery rhymes and may be copying actions when modelled by an adult.</p> <p><b>Focus Skill:</b> <b>Week One – Sitting on the carpet area for a short story</b> <b>Week Two – Enjoying sharing a book with a familiar adult</b> <b>Week Three – Joins in with nursery rhymes</b> <b>Week Four – Copies actions to nursery rhymes</b> <b>Week Five – Can tell you different images on a page when asked "What's that?"</b> <b>Week Six _ Turns pages of a board book easily</b></p>





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	<p><b>Week three – Will be able to give one or two things when asked.</b></p> <p><b>Week four – Enjoy filling and emptying containers using some mathematical language ‘Full or Empty’</b></p> <p><b>Week five – Be able to complete and insert puzzle</b></p> <p><b>Week Six – Continue a pattern with adult support</b></p> <p><b>Week 7 – Start to show awareness of what comes next in the daily routine.</b></p>
<b>Understanding the World</b>	<p><b>Special Dates around the world-</b></p> <p>September 8<sup>th</sup> National Literacy day</p> <p>September 22<sup>nd</sup> Rosh Hashana (Jewish new year)</p> <p>September 22<sup>nd</sup> Recycling week</p> <p>September 24<sup>th</sup> National fitness day</p> <p>October 2<sup>nd</sup> National Poetry day</p> <p>October 6<sup>th</sup> Space week</p> <p>October 10<sup>th</sup> World mental health day</p> <p>October 15<sup>th</sup> Global handwashing day</p> <p>October 20<sup>th</sup> Diwali</p> <p>Children will be curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. They will be interested in photographs of themselves and other familiar people and objects. They will enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. Children to learn each other's names, e.g. through songs and rhymes, and use them when addressing children. They will start to notice difference between them and others around them (Gender, skin colour, hair colour etc) They will celebrate and value cultural, religious and community events and experiences. They will enjoy exploring their new environments both inside and outside. They will be curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life. They will explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. They will remember where objects belong. They will anticipate repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. They will show interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.</p> <p><b>Focus Skills:</b></p> <p><b>Week one – Show an interest in books about the wider world</b></p> <p><b>Week two – Enjoy looking at photos brought in from home</b></p> <p><b>Week three – Have an understanding of recycling</b></p>





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	<b>Week Four – Start to call people by their names</b> <b>Week five – Notice difference between themselves and others</b> <b>Week six – Remember where objects belong</b> <b>Week Seven – Anticipate repeated sounds</b>
<b>Expressive Arts and Design</b>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <p>Children will be encouraged to mark make using a variety of different resource, such as pencils, feather, chalks on paper, soil, sand, pavements. Helping the children to understand that different things can be combined to create new effects. An environment rich of creative areas where the children can listen and respond to music, sing, dance and perform, experiment with colours, textures, small world play, building and construction and role play. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Children will continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. They will be moving while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments. They will begin to mirror and improvise actions they have observed, e.g. clapping or waving. They will be beginning to join in with singing/vocalising whilst listening to music or playing with instruments/sound makers. They will start to notice and becomes interested in the transformative effect of their action on materials and resources. They will express themselves through physical actions and sound. The children will pretend that one object represents another, especially when objects have characteristics in common (Brick as a phone) They will be creating sound effects and movements, e.g. creates the sound of a car, animals etc.</p> <p><b>Focus Skill:</b> <b>Week one - Explore a range of media from different cultures</b> <b>Week two - Starting to join in with singing during group times</b> <b>Week three – Begin to move to different sounds (Dancing to beats)</b> <b>Week Four – Enjoy making sounds with instruments</b> <b>Week Five – Mirror and improvise actions they observe when modelled by an adult</b> <b>Week six - Independently express themselves through physical actions/sounds</b> <b>Week Seven – Pretend one object represents another.</b></p>





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