



Medium Term Overview 2026-2027



Term: Autumn 1

Topic: All about me

Class: Nursery Porth

The curriculum will focus on helping children to:

- Build secure relationships with adults and peers.
- Develop confidence within the nursery environment.
- Talk about themselves, their families and their interests.
- Begin to recognise and regulate emotions.
- Develop early communication and language skills.
- Explore their body, senses and immediate world.
- Develop independence in self-care routines.
- Foster curiosity, creativity and a love of learning.

By the end of Autumn 1, most children will be able to:

PSED

- Separate from their main carer with increasing confidence.
- Follow familiar nursery routines.
- Begin to recognise and name simple emotions.
- Play alongside and begin to interact with peers.
- Follow simple behavioural expectations.

Communication and Language

- Listen to short stories and group activities.
- Follow simple instructions.
- Use a growing vocabulary linked to themselves and their experiences.
- Communicate using 2–3 word phrases.
- Begin to ask simple questions.

Physical Development

- Move confidently in a range of ways.
- Develop balance, coordination and control.
- Use mark-making tools with increasing control.
- Begin to show independence in self-care routines.



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	Literacy • Enjoy sharing books with adults. • Join in with familiar stories and rhymes. • Recognise that print carries meaning. • Begin to give meaning to marks they make. Mathematics • Count objects to 3. • Recognise and talk about simple shapes. • Use mathematical language such as more, less, full and empty. • Notice patterns and routines. Understanding the World • Talk about themselves and their family. • Recognise similarities and differences between people. • Explore their nursery environment confidently. • Show curiosity about the natural world. Expressive Arts and Design • Explore a range of creative materials. • Join in with songs and music. • Use imagination during role play. • Express ideas through movement, sound and mark making.
Personal, Social and Emotional Development	Personal, Social and Emotional Development Children will be supported to develop secure relationships with familiar adults and peers as they settle into nursery routines. Through consistent boundaries, visual supports and nurturing interactions, children will begin to develop a sense of belonging within the nursery environment. Children will be encouraged to recognise and express their emotions, develop independence in daily routines, and begin to understand expectations within the setting. Opportunities for sharing, turn-taking and cooperative play will support the development of positive relationships and social skills.



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	Through stories, circle times and adult modelling, children will learn to: • Identify and name a range of emotions. • Develop confidence when separating from their main carers. • Follow simple nursery routines and expectations. • Begin to manage their feelings with adult support. • Build friendships and engage in parallel and cooperative play. • Develop independence in self-care tasks.						
Communication and Language	Little Wandle The wheels on the bus	Little Wandle Twinkle Twinkle Little Star	Little Wandle Humpty Dumpty	Little Wandle Miss Molly had a dolly	Little Wandle Wind the bobbin up	Little Wandle Round and Round the garden	Little Wandle Mary Mary quite contrary
	Children will develop speaking and listening skills through daily stories, nursery rhymes, songs, small-group activities and sustained shared conversations. The ShREC approach will be used consistently to extend vocabulary, model language and encourage meaningful interactions. Through the topic, children will be encouraged to talk about: • Themselves. • Their families. • Their likes and dislikes. • Their interests. • Their experiences. WellComm Weekly Focus • Week 1 – Positional language. • Week 2 – Naming and remembering two objects. • Week 3 – Playing with a friend. • Week 4 – Colour vocabulary. • Week 5 – Understanding and answering "Where?" questions. • Week 6 – Using three-word sentences. • Week 7 – Using simple past tense verbs.						

Physical Development Gross Motor Skills	Cosmic Kids Yoga: Pebbles the Panda	Cosmic Kids Yoga: Family Fun Yoga	Cosmic Kids Yoga: Skippy the Donkey	Cosmic Kids Yoga: Furry Friends	Cosmic Kids Yoga: Respecting others	Cosmic Kids Yoga: About senses	Cosmic Kids Yoga: Helping Others
	Wake and Sake						
	Practice basic physical skills such as, skipping, hopping, running and jumping						
	Balance bikes Parachute Squiggle while you Wiggle Hall Time with big apparatus						
Physical Development Fine Motor Skills	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						
	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.						
	Use large-muscle movements to wave flags and streamers, paint and make marks. The 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.						
	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.						



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	Week one : • When holding crayons, chalks etc, makes connections between their movement and the marks they make Week two: • Moves in response to music, or rhythms played on instruments such as drums or shakers Week Three: • Jumps up into the air with both feet leaving the floor and can jump forward a small distance 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 Week Five: • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride Week Six: • May be beginning to show preference for dominant hand and/or leg/foot Week Seven: • Holds mark-making tools with thumb and all fingers
Literacy	Sensory mark making Daily phonological awareness High quality texts Daily Story Time Our focus story Early Years Library visits
	Phonological Awareness 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.
	Children will develop a love of books and stories through daily story times, rhymes, songs and opportunities to explore books independently. Using high-quality texts linked to <i>All About Me</i>, children will:



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Mathematics	• Enjoy sharing books with familiar adults. • Develop awareness of how books work. • Join in with repeated phrases and familiar rhymes. • Talk about pictures and characters. • Develop listening and attention skills during group story sessions. • Engage in sensory and purposeful mark-making activities. Week 1: • Sits and listens to a short story with adult support Week 2: • Enjoys sharing books with a familiar adult Week 3: • Joins in with familiar nursery rhymes and repetitive phrases Week 4: • Talks about pictures in books Week 5: • Recognises favourite books and characters Week 6: • Begins to understand that print carries meaning Week 7: • Retells parts of familiar stories using pictures and prompts						
	Children will be introduced to basic 2D shapes and focus on an understanding of number 0-5, nursery rhymes that include counting, access to blocks for stacking and building. Engaging in sorting activities colours, numbers, shapes.						
	Number of the Week 1	Number of the Week 2	Number of the Week 3	Number of the Week 1	Number of the Week 2	Number of the Week 3	Number of the Week 1,2,3 Shape of the Week Hexagon
	Shape of the Week				Shape of the Week		



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	Week 7: Secure understanding of 1-3
Understanding the World	Special Dates around the world- September 8th National Literacy day September 22nd Rosh Hashana (Jewish new year) September 22nd Recycling week September 24th National fitness day October 2nd National Poetry day October 6th Space week October 10th World mental health day October 15th Global handwashing day October 20th Diwali Through the topic <i>All About Me</i>, children will explore their own identity, family background and community. They will learn about similarities and differences between themselves and others, developing respect and appreciation for diversity. Children will: - Explore photographs of themselves and their families. - Learn the names of adults and children within the setting. - Develop a sense of belonging within their nursery community. - Explore their indoor and outdoor environments confidently. - Investigate natural materials and seasonal changes linked to autumn. - Celebrate and learn about significant festivals and events from different cultures and communities. Week 1 - Who am I? Week 2 - My family Week 3 - My friends at nursery Week 4 - My body



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	Week 5 • My senses Week 6 • People who help me Week 7 • My community
Expressive Arts and Design	Expressive Arts and Design 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.
	Children will explore a wide range of materials, textures, sounds and creative experiences. Opportunities will be provided for children to express themselves through art, music, dance, role play and imaginative play. Children will: • Explore and investigate materials. • Experiment with colour and texture. • Join in with songs and rhymes. • Respond to music through movement. • Develop imaginative and symbolic play. • Use creative experiences to express thoughts and feelings.