

# EYFS YN Ducklings Autumn MTP

## End Of Nursery Key Skills Overview



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| <p>To become a<br/><b>Confident Communicator</b><br/>who can listen, follow simple instructions, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to talk about ideas and feelings.</p> | <p>To become an<br/><b>Independent Individual</b><br/>who can take off and put on their own coat and shoes, manage their personal needs, know how to keep healthy and look after their teeth and to 'have a go' at new activities.</p> | <p>To become a<br/><b>Fantastic Friend</b><br/>who can be kind, caring and helpful, sharing toys and equipment, following the Nursery Rules to keep everyone safe, showing an awareness that everyone is different.</p> | <p>To become a<br/><b>Funky Finger User</b><br/>who can hold a pencil, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammers) safely and with confidence.</p>             |
| <p>To become a<br/><b>Careful Climber</b><br/>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>                         | <p>To become a<br/><b>Remarkable Reader</b><br/>who can show a love for reading, tell their own stories, use the pictures in books to retell familiar stories, recognise and read their own name and names of their friends.</p>       | <p>To become a<br/><b>Marvellous Mark Maker</b><br/>who can make marks and talk about what they mean, make marks for different purposes writing labels, lists and birthday cards.</p>                                   | <p>To become a<br/><b>Number Detective</b><br/>who can show a deep understanding of numbers to 5, subitise, compare quantities, create patterns and use positional language.</p>                         |
| <p>To become an<br/><b>Excited Explorer</b><br/>who can show curiosity about the world around them, talk about the changes in the seasons, noticing how animals and plants grow vehicles have changed from long ago.</p>          | <p>To become a<br/><b>Master of disguises</b><br/>who can pretend to be lots of different characters when engaging in imaginative play with my friends, listening to the ideas of others and taking a lead role in the play.</p>       | <p>To become a<br/><b>Magical Musician</b><br/>who can join in with singing and dancing, make up my own songs play a range of percussion instruments in different ways to make different sounds.</p>                    | <p>To become an<br/><b>Amazing Artist and Architect</b><br/>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> |

### Autumn Term 1 Key Events

| Week 1               | Week 2                      | Week 3 | Week 4                                            | Week 5                        | Week 6                            | Week 7                                         |
|----------------------|-----------------------------|--------|---------------------------------------------------|-------------------------------|-----------------------------------|------------------------------------------------|
| 01.09/02.09<br>INSET | 10.09/11.09.<br>County Show |        | 25.09<br>MacMillian Coffee<br>Morning - CET Event | 29.09<br>CET Monitoring visit | 09.10<br>School Photograph<br>Day | Parent Consultations<br>FOCP Sponsored<br>Walk |

### Autumn Term 1 Key Texts Focus

| Week 1                   | Week 2                   | Week 3                                                                                              | Week 4                                                                                             | Week 5                                                                                                                             | Week 6                                                                                    | Week 7                                                                                                                                                       |
|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Settling in and routines | Settling in and routines | The names of the areas of provision in their nursery, e.g. sandpit, paint and what an ambulance is. | That all people are different.<br><br>That we should be kind to other people and include everyone. | Some of the things that make them who they are.<br><br>That their eye and hair colour and whether their hair is straight or curly. | What kindness is. That there are some ways to be kind and some things they could share... | That people's homes are different.<br><br>That people do different things in their homes.<br><br>What a worry is / be able to talk about / name some worries |

RESILIENT-RESOURCEFUL-REFLECTIVE-RESPECTFUL-RESPONSIBLE

# EYFS YN Ducklings Autumn MTP

Autumn 1 Key skills for the term (DM Ref 22 - 36months)

## Learning Intention Overview



| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                            | Social and Emotional Development:                                                                                                                                                                                                                                                                                                                                                                                              | Physical Development                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ongoing on an individual basis based on personal development – refer to LTP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                            |
| Literacy Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Mathematical Development                                                                                                                   | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                        | Expressive Arts and Design                                                                                                                                                                                                 |
| Word reading, decoding and fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Comparison 1<br>More than, fewer than, same                                                                                                | Locational Knowledge                                                                                                                                                                                                                                                                                                                                                                                                           | All About Me                                                                                                                                                                                                               |
| <p>Environmental sounds</p> <p>Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Joins in with fluency opportunities, e.g. echo reading / copy my voice opportunities, learning the pace, intonation and expression of different stories and rhymes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Collect objects to compare amounts</p> <p>Make simple comparisons of amounts</p> <p>Look for collections of large and small amounts</p> | <p>Name and locate areas around nursery and grounds and rec features.</p> <p>Name the nursery and nursery group they belong to.</p> <p>Name the different areas in the nursery.</p> <p>Name some features in the nursery.</p>                                                                                                                                                                                                  | <p>To be able to join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement. To be able to show attention to sounds and music.</p>                                                      |
| Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Shape, space and measure 1<br>Explore and build                                                                                            | Place Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                | Whole School Music Scheme:<br>This is Me                                                                                                                                                                                   |
| <p>Notice some print, such as the first letter of their name, a bus or door number.</p> <p>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p> <p>Sing songs and say rhymes independently.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Is beginning to predict when reading stories, e.g. suggest how a story might end.</p> <p>Begin to use story language in imaginative play</p> <p>Uses words they have heard in conversations about stories</p> <p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Understand at least 1000 words.</p> <p>Is beginning to connect words, e.g. animal words, words for body parts, words related to the home / garden.</p> <p>Listen to familiar stories with increasing attention and recall.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</p> | <p>Explore and play with shapes</p> <p>Show interest in simple differences between shapes</p> <p>Put shapes and blocks into position</p>   | <p>Explore and respond to different natural phenomena in their setting.</p> <p>Enjoy playing with small world reconstructions, building on first-hand experiences,</p> <p>Begin to name some human and physical features,</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from, others, e.g. similar and different</p>                                                     | <p><b>Using voices</b></p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Enjoy and take part in action songs, such as Twinkle, Twinkle Little Star</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pattern 1<br>Explore repeats                                                                                                               | Animals including Humans                                                                                                                                                                                                                                                                                                                                                                                                       | Playing Instruments                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Listen to repeats in songs and stories</p> <p>Start to join in with repeats</p> <p>Start to join in with repeats from stories</p>       | <p>Talk about some of the things they have observed</p> <p>Name facial features on humans and know what they have on their bodies, e.g. arms, legs, body, feet, toes, hands, fingers.</p> <p>Know how they are similar and different to their friends, e.g. eye colour / hair colour.</p> <p>Name some more familiar animals, e.g. farm and domestic animals.</p> <p>Name human and animal excretions, e.g. poo, wee, sick</p> | <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Explore loud and quiet.</p>                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                            | Changes in Living Memory                                                                                                                                                                                                                                                                                                                                                                                                       | Listening and Concentrating                                                                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                            | <p>Show interest in photographs of themselves and other familiar people and objects.</p> <p>Begin to match adult and baby animals.</p> <p>Observe changes in the weather and in their environment.</p>                                                                                                                                                                                                                         | <p>Show interest in playing with and joining in with sounds, songs and rhymes</p> <p>Pay attention to sounds and music.</p>                                                                                                |

RESILIENT-RESOURCEFUL-REFLECTIVE-RESPECTFUL-RESPONSIBLE

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| <p>To become a<br/><b>Confident Communicator</b></p> <p>who can listen, follow simple instructions, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to talk about ideas and feelings.</p> | <p>To become an<br/><b>Independent Individual</b></p> <p>who can take off and put on their own coat and shoes, manage their personal needs, know how to keep healthy and look after their teeth and to 'have a go' at new activities.</p> | <p>To become a<br/><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, sharing toys and equipment, following the Nursery Rules to keep everyone safe, showing an awareness that everyone is different.</p> | <p>To become a<br/><b>Funky Finger User</b></p> <p>who can hold a pencil, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammers) safely and with confidence.</p>             |
| <p>To become a<br/><b>Careful Climber</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.</p>                         | <p>To become a<br/><b>Remarkable Reader</b></p> <p>who can show a love for reading, tell their own stories, use the pictures in books to retell familiar stories, recognise and read their own name and names of their friends.</p>       | <p>To become a<br/><b>Marvellous Mark Maker</b></p> <p>who can make marks and talk about what they mean, make marks for different purposes writing labels, lists and birthday cards.</p>                                   | <p>To become a<br/><b>Number Detective</b></p> <p>who can show a deep understanding of numbers to 5, subitise, compare quantities, create patterns and use positional language.</p>                         |
| <p>To become an<br/><b>Excited Explorer</b></p> <p>who can show curiosity about the world around them, talk about the changes in the seasons, noticing how animals and plants grow vehicles have changed from long ago.</p>          | <p>To become a<br/><b>Master of disguises</b></p> <p>who can pretend to be lots of different characters when engaging in imaginative play with my friends, listening to the ideas of others and taking a lead role in the play.</p>       | <p>To become a<br/><b>Magical Musician</b></p> <p>who can join in with singing and dancing, make up my own songs play a range of percussion instruments in different ways to make different sounds.</p>                    | <p>To become an<br/><b>Amazing Artist and Architect</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> |

### Autumn Term 2 Key Events

| Week 1                              | Week 2                        | Week 3 | Week 4 | Week 5 | Week 6                                                                       | Week 7              |
|-------------------------------------|-------------------------------|--------|--------|--------|------------------------------------------------------------------------------|---------------------|
| 04.11.26 5 – 6<br>EYFS Open evening | Book Fair<br>Children in Need |        |        |        | Nativity<br>08.12.26 PM<br>09.12.26 PM<br>10.12.26 AM<br>FOCP Christmas Fair | 15.12.26 EYFS Party |

### Autumn Term 2 Key Texts Focus

| Week 1                                                                                                                                                          | Week 2                                               | Week 3                                                                                                                     | Week 4                                                                                     | Week 5                        | Week 6                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------|-------------------------------|
| The names of different family members.<br><br>Know some different homes, places and ways to travel, that it is ok to make different choices from their friends. | What a skeleton is and how to keep safe in the dark. | What a witch is and some of the things they get up to.<br><br>That problems don't always get solved at the end of a story. | Why owls usually come out at night and name some simple differences between day and night. | <b>Christmas celebrations</b> | <b>Christmas celebrations</b> |

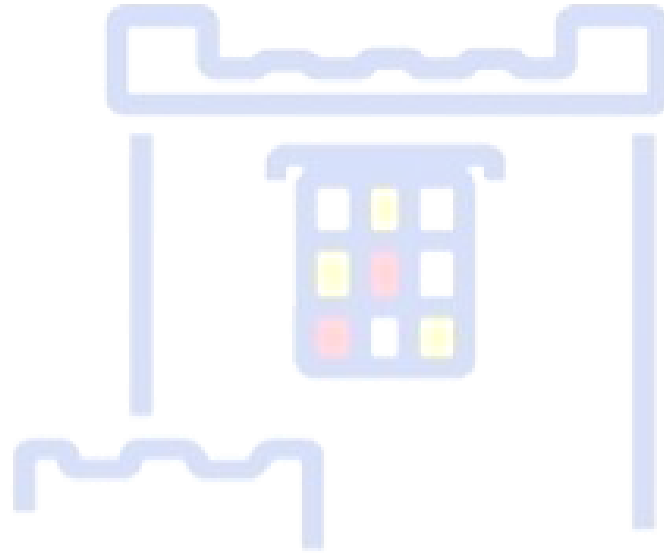
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Autumn 1 Key skills for the term (DM Ref 22 - 36months)

## Learning Intention Overview



| Communication and Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                            | Social and Emotional Development:                                                                |                                                                                                                                                                                                                                                                                  | Physical Development                                                                                                                                                                                                                                                                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Ongoing on a individual basis based on personal development – refer to LTP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                |  |
| Literacy Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                            | Mathematical Development                                                                         |                                                                                                                                                                                                                                                                                  | Understanding the World                                                                                                                                                                                                                                                                        |  |
| Word reading, decoding and fluency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                            | Counting 1<br>Hear and say number names                                                          |                                                                                                                                                                                                                                                                                  | People and Communities, including different religious and cultural communities                                                                                                                                                                                                                 |  |
| Instrumental Sounds<br>Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.<br>Joins in with fluency opportunities, e.g. echo reading / copy my voice opportunities, learning the pace, intonation and expression of different stories and rhymes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                            | Hear some number names<br>Join in saying some number names<br>Model saying number names in order |                                                                                                                                                                                                                                                                                  | Make connections between the features of their family and other families.<br>Notice differences between people.<br>In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. |  |
| Comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                            | Counting 2<br>Begin to order number names                                                        |                                                                                                                                                                                                                                                                                  | Seasonal changes and weather                                                                                                                                                                                                                                                                   |  |
| Notice some print, such as the first letter of their name, a bus or door number.<br><br>Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.<br><br>Sing songs and say rhymes independently.<br>Begins to be aware of the way stories are structured, and to tell own stories.<br><br>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br>Is beginning to predict when reading stories, e.g. suggest how a story might end.<br><br>Begin to use story language in imaginative play<br>Uses words they have heard in conversations about stories<br>Build up vocabulary that reflects the breadth of their experiences.<br><br>Understand at least 1000 words.<br>Is beginning to connect words, e.g. animal words, words for body parts, words related to the home / garden.<br>Listen to familiar stories with increasing attention and recall.<br>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories | Model saying 1, 2 and 3 in play<br>Copy the sequence of 1, 2 and 3<br>Copy fingers to represent 1, 2 and 3 |                                                                                                  | Observe the weather through first hand experiences.<br>Name simple weather types, e.g. rain, snow, sun, wind.<br>Know the difference between hot and cold, wet and dry                                                                                                           |                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Subitizing 1<br>I see 1, 2, 3                                                                              |                                                                                                  | Their families                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Notice images in books<br>Respond to “I see 1, 2, 3”<br>Recognise “I see 1, 2, 3”                          |                                                                                                  | Have a sense of own immediate family and relations and pets.<br>In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.<br>Notice differences between people |                                                                                                                                                                                                                                                                                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Expressive Arts and Design                                                                                                                                                                                                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | All About Me                                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | To be able to join in with dancing and ring games.<br><br>To be able to respond to sound with body movement. To be able to show attention to sounds and music.                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Whole School Music Scheme:<br>This is Me                                                                                                                                                                                                                                                       |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Using voices                                                                                                                                                                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Explore their voices and enjoy making sounds.<br>Join in with songs and rhymes, making some sounds.<br>Enjoy and take part in action songs, such as Twinkle, Twinkle Little Star                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Playing Instruments                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Make rhythmical and repetitive sounds.<br>Explore a range of sound makers and instruments and play them in different ways.<br>Explore loud and quiet.                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Listening and Concentrating                                                                                                                                                                                                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                                                  |                                                                                                                                                                                                                                                                                  | Show interest in playing with and joining in with sounds, songs and rhymes<br>Pay attention to sounds and music.                                                                                                                                                                               |  |



CASTLE PARK SCHOOL

*Learning For Life*