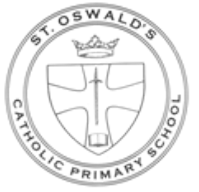


St Oswald's Primary School EYFS Planning 2025-2026



Medium Term Planning

Term: Autumn 1

Date: September 2025 – October 2025

Theme / Topic: Settling in. Regulate Me, From October we will be moving on to our next topic – Space!

Big Questions: What makes me different? Who are your family? How do you feel?

Year Group:	Nursery	
Focus of Learning / linked to topics: During the first few weeks the children will be settling into the new nursery year and getting to know new friends and staff members in our school. They will talk about themselves and their families and differences between each other. We will establish our nursery rules together and settle in to our routines. Within the topic 'Regulate Me' children will have the opportunity to recognise and talk about emotions. They will listen to stories, play games and take part in conversations about feelings. They will be introduced to our whole school zones of regulation and learn some strategies which will help them to regulate their emotions. This will continue through the year following this early introduction so that it becomes embedded as they begin their journey within the St Oswald's family. Within the topic 'Space' children will have the opportunity to explore a range of stories and activities linked to space. They will learn some facts about space and will also enjoy activities linked to fictional stories about space. They will take part in creative activities and begin to explore light and dark.		Prior Learning / linked to topics: Children will know that they are part of a family. They will know they are also part of our school family. Children may be able to identify some features about themselves. Children may be aware of simple differences between people. Children will be aware of the need to follow some rules in nursery. Children will begin to recognise some emotion and may begin to talk about thing that may cause these emotions.
Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills): (covering progression strands)		
Prime Areas:		
<u>Personal, Social and Emotional Development</u> <ul style="list-style-type: none">● Develop their sense of responsibility and membership of a community.● Become more outgoing with unfamiliar people, in the safe context of their setting.● Increasingly follow rules, understanding why they are important.		<u>Key vocab / key questions:</u> Friends, kind, family, brother, sister, nan, grandad, auntie, uncle, share, loving, good choices, consequence, behaviour (good to be green), kind hands, kind feet, turn taking, sorry, feelings, happy, sad, silly, angry, community. Who is in your family? How does _____ make you feel? What do you like doing at home? What do you like doing in nursery?

	<p>What makes you special?</p> <p>What are our nursery rules?</p>
<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Sing a large repertoire of songs. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Start a conversation with an adult or a friend and continue it for many turns. 	<p><u>Key vocab / key questions:</u></p> <p>Good sitting, good looking, good listening, rhyme, turn taking, instructions, song of the week, storytime.</p> <p>What do you think this story might be about?</p> <p>Who are the characters in the story?</p> <p>What happened in the story?</p> <p>Who helps you to get dressed?</p> <p>Who helps you to have a wash and brush your teeth?</p> <p>What did you do at the weekend with your family?</p> <p>Which song shall we sing today?</p> <p>Can you sing our song of the week?</p>
<p><u>Physical</u></p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed 	<p><u>Key vocab / key questions:</u></p> <p>Balance, ride, catch, throw, drop, climb, snip, cut, draw, paint, coat, fasten, peg.</p> <p>Can you put your coat on?</p> <p>Can you hang your coat up on your peg?</p> <p>What are you going to paint?</p> <p>Who is in your drawing?</p> <p>What have you made from the Play dough?</p> <p>Can you snip the paper?</p> <p>Can you make a big circle with your ribbon?</p> <p>Can you ride the pedal bike?</p> <p>Can you ride the balance bike?</p>

and undressed, for example, putting coats on and doing up zips.	
<u>Specific</u>	
<u>Literacy</u> <ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • Engage in extended conversations about stories, learning new vocabulary. 	<u>Key vocab / key questions:</u> <p>Draw, paint, tell me, book, title, author, front cover, pages, hold, words, pictures, tell me.</p> <p>What do you think this book is about? What can you see in the picture? Show me one like this? Where is the...? Tell me about your drawing/painting? Which story do you like best? What happened in the story? Who are the characters?</p>
<u>Mathematics</u> <ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' • Show 'finger numbers' up to 5. 	<u>Key vocab / key questions:</u> <p>Count, how many?, 3 little pigs, 3 bears, 5 currant buns, 1,2,3,4,5 once I caught a fish alive, 5 little speckled frogs, 5 little men in a flying saucer.</p> <p>How many.....should be here? How many children are in our class today? How many children are in our line? What happens first? What happens next? What day is it today? What day was it yesterday? What day will it be tomorrow? Show me 1,2,3,4,or 5? How many are left? Show me...on your fingers?</p>

<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. 	<p><u>Key vocab / key questions:</u> Family, brothers, sisters, mum, dad, grandparents,auntie, uncle, cousin, same as, different to/from,</p> <p>Who is part of your family? Does anybody have a sister or brother? Do you have a nanna and grandad? Who lives in your house? What do they do at work? Are your family the same as.....'s family? Who are your friends in nursery? Can you tell me their names?</p>
<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. 	<p><u>Key vocab / key questions:</u> Colours, make, mix, listen, hear, sounds like, sing.</p> <p>What will you make? What are you making? What colour is this? What colour have you made? What can you hear? What does it sound like? Lets sing...</p>
<p><u>Safe Messages</u></p> <p>A1-A3, B1, B2, B4, B6, B9, C1-6, I1.</p>	
<p><u>Topic Resources:</u></p> <p>Books to be used: The Family book (Todd Parr). Ruby's Worry (Tom Percival). Meesha Makes Friends (Tom Percival). My Pet Star (Corrinne Averiss). Aliens Love Underpants (Claire freedman). Whatever Next (Jill Murphy).</p> <p>Other resources will be highlighted in the fortnightly continuous provision planning and the weekly carpet time planning.</p>	