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| <p><b>EYFS Medium Term Plan Overview 2025-2026</b> <i>Goxhill</i></p> <p><b>Autumn 1: Regulate Me / Baseline</b></p> |
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| <i>Squiggle letters taught daily after phonics to correspond with Little Wandle GPC order</i> | Move 1: Up<br><br><b>Reception</b> Squiggle While You Wiggle Dance 1                                                                                                                                                         | Move 2: Down<br><br><b>Reception</b> Squiggle While You Wiggle Dance 2<br><br>Squiggle Me A Writer letters:<br><br>s a t p<br><br>(This half term, using chalks, paint brushes / water, large handwriting lines)                                                             | Move 3: Circles<br><br><b>Reception</b> Squiggle While You Wiggle Dance 3<br><br>Squiggle Me A Writer letters:<br><br>i n m d                                                                                                                                                         | Move 4: Wiggle<br><br><b>Reception</b> Squiggle While You Wiggle Dance 4<br><br>Squiggle Me A Writer letters:<br><br>g o c k                                                                                                                                                               | Move 5: Shake<br><br><b>Reception</b> Squiggle While You Wiggle Dance 5<br><br>Squiggle Me A Writer letters:<br><br>e u r                                                                                                                                  | Move 6: Hop<br><br><b>Reception</b> Squiggle While You Wiggle Dance 6<br><br>Squiggle Me A Writer letters:<br><br>h b f l                                                                                                                                   | Move 7: Jump<br><br><b>Reception</b> Squiggle While You Wiggle Dance 7<br><br>Squiggle Me A Writer letters:<br><br>review |
| <b>Maths</b>                                                                                  | <ul style="list-style-type: none"><li>Counting - how many children are here today?</li><li>Counting - how many people are dinners and how many people are pack ups?</li><li>Days of the week</li><li>Daily routine</li></ul> | <b>Nursery: Comparison 1</b><br><br>I can collect objects to compare amounts<br><br>I can make simple comparisons of amounts.<br><br>I can spot collections of large and small amounts.<br><br><b>Reception: Match, Sort and Compare</b><br><br>I know how to match objects. | <b>Nursery: Comparison 1</b><br><br>I can compare and talk about large and small amounts<br><br>I can make my own large and small collections<br><br>I can make collections the same.<br><br><b>Reception: Match, Sort and Compare</b><br><br>I know how to sort objects in different | <b>Nursery: Shape, Space Measure 1</b><br><br>I know how to explore and play with shapes.<br><br>I can spot the difference between simple shapes.<br><br>I can put shapes and blocks into position.<br><br><b>Reception: Measures and patterns</b><br><br>I know how to compare size, mass | <b>Nursery: Shape Space Measure 1</b><br><br>I can select shapes for a reason.<br><br>I can describe the shape of natural objects<br><br>I can find and collect objects for a purpose.<br><br><b>Reception: Measures and patterns</b><br><br>I know how to | <b>Nursery: Pattern 1</b><br><br>I can listen to and join in with repeats in songs and stories.<br><br>I can clap along to songs<br><br>I know how to create a line pattern.<br><br><b>Reception: It's me 123</b><br><br>I can recognise representations of |                                                                                                                           |

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|  |  | <p>I know how to match pictures to objects.</p> <p>I know how to identify a set.</p> <p>I know how to sort objects by type.</p> | <p>ways</p> <p>I can say how I have sorted a set of objects.</p> <p>I know how to compare: more / fewer / the same.</p> | and capacity. | <p>describe patterns.</p> <p>I know how to copy and continue a simple pattern.</p> <p>I know how to create a simple pattern.</p> | <p>1, 2 and 3 objects</p> <p>I can subitise 1, 2, 3 objects.</p> <p>I can say the number that is one more and one less than 1, 2 or 3</p> <p>I can explore the composition of 1, 2 and 3 objects.</p> |
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| RE |  <p>Lincolnshire Agreed Syllabus<br/>Unit: 'Myself'<br/>Introducing children who belong to a religious group<br/>Christian, Muslim, Jewish, Hindu</p> |  |  |  |  |  |
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| <b>Physical development</b><br><br><b>Introduction to PE</b> | <b>Baseline</b>                                                          | <p>I know how to move safely and sensibly in a space with consideration of others.</p> | <p>I know how to move safely and stop with control.</p>               | <p>I know how to use equipment safely and responsibly.</p>                 | <p>I know how to use different travelling actions whilst following a path.</p> | <p>I know how to work with others co-operatively and play as a group.</p> | <p>I know how to follow, copy and lead a partner.</p>                          |
| <b>PSED</b>                                                  | <b>Baseline</b><br>Can I separate from my grown up confidently on entry? | <b>Being Me In My World</b><br><br><p>I know how it feels to belong and that</p>       | <b>Being Me In My World</b><br><br><p>I know how to recognise and</p> | <b>Being Me In My World</b><br><br><p>I know how to work together with</p> | <b>Being Me In My World</b><br><br><p>I know why it is good to be kind</p>     | <b>Being Me In My World</b><br><br><p>I am starting to understand</p>     | <b>Being Me In My World</b><br><br><p>I know what being responsible means.</p> |



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| <b>Expressive Art and Design</b> | <p>Getting to know the creation station: junk modelling, attachment techniques, scissor skills</p> <p>Getting to know the painting area: colour mixing</p> <p>Getting to know the dough area: how to make dough using flour, salt and water</p> <p>Getting to know the music area: naming instruments and exploring the sounds they make</p> <p>Getting to know the mud kitchen: using the equipment safely</p> <p>Getting to know the loose parts area (indoor and outdoor: making dens, using one object to represent another</p> <p>Getting to know the Home Corner: role playing familiar roles and routines (breakfast time, tea time, a birthday)</p> |
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