EYFS
Autumn 1 2022

Ourselves

Literacy

Reading:
- Listens to stories/poems
- Predicting what happens next and story endings
- Beginning to show awareness of story structure
- Thinking about story characters, setting and events
- Looks at books independently and knows parts of a book.
- Handles books carefully
- Beginning to understand that prints has meaning
- Phase 1 Phonics - hears initial sounds, rhyming words, alliteration, patterns
- Suggests alternative endings and can retell.

Can spot and suggest rhymes.
Introduce the use of syllables in a word

Writing:
- Mark making has meaning
- Notices familiar mark making across environment
- Gives meaning to marks they make as they draw, write and paint.

*Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
*Attempt to write their name and letters of interest.

Possible activities/key texts:
Puddles' Harvest
Labelling classroom - things they like, signs around the room, develop role play area, class books.
Huge Bag of Worries (PSED)
We're Going on a Bear Hunt (Intro to Nature School)
Peace at Last (Phase 1 Phonics)

Understanding the World
- Shows and interest in family and self
- Talks about significant events in their life
- Occupations and ways of life (farming)
- Differences between self, others and communities
- Comments and asks questions about their familiar world
- Thinks about how things happen and work
- Interest in laptop, iPad, whiteboard, Beebots

Possible Activities:
My family – who is in my family and why are they special/important? What special things have we done during the holidays?
Becoming familiar with and exploring the school grounds – Nature School, field, playgrounds. What is growing/living there? How are they changing over time?
Becoming familiar with technology around school. Using iPads with increasing independence and confidence.
Programming Beebot toys to move around a course.

Communication and Language
- Listens to others
- Listens to stories
- Responds to instructions and understand questions, e.g. Get your coat and wait at the door.
- Answers questions, including why and how
- Understands what objects are used for
- Speaks clearly and in sentences (4-6 words)
- Beginning to uses tenses correctly in speech
- Use a wide range of vocabulary
- Sing songs and nursery rhymes

Possible Activities:
Whole class carpet time, small group discussion and directed individual tasks to promote listening and communicating skills. Sharing and talking about things of personal interest and significance. Encouraging children to ask questions, retell experiences, talk about feelings, what they have observed/learnt, retell and act out narratives, create own, retell stories and recall characters, alternative endings, event and setting using past tense, learn to question. Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver."

RE links

*Understanding Christianity –
*Creation Unit
*Harvest around the world
*Prayers & reflection
'*Overcoming Obstacles' charitable event for Hope4Kibera
*Introducing the Christian values of our school – GRACE

WOW moments/visits or experiences:
Getting to know our school, the staff, new friends and the grounds.
Harvest Festival at the Church

Expressive Arts & Design
- Dancing, action songs and ring games
- Singing in small groups/outside
- Hearing sounds/body percussion (Phase 1 phonics)
- Responds to music and taps out rhythm
- Textures
- Uses different media
- Construct and create special places - Joins construction pieces together to build and balance.
- Uses imagination to create storylines for role-play
- Selects resources for role-play and take part in simple pretend play.

Develop complex stories using small world equipment like animal sets, dolls and dolls houses (small world) etc.

Possible Activities
Creating self-portraits with pastels, considering colour and colour mixing, shape and size.
Harvest activities -, painting and printing with vegetables, using food with different textures and shapes to create pictures and collages.
Clap syllables in children's name, explore sounds that the body can make, songs/rhymes and raps.
Listening to different types of music and moving in response.

Mathematics
*Uses number names and number language spontaneously
- Uses some number names accurately in play
- Recites numbers in order to 3/5/10
- Knows that numbers identify how many objects are in a set of 3, then 5. Show 'finger numbers up to 5'.

Compare quantities using the language 'more than' 'fewer than'.
- Linking number to amount
- Represent some numerals
- Shows an interest in shape and pattern
- Shapes in environment – 2D

Possible Activities:
Daily counting and number songs. Becoming familiar with Numicon. 1 more/less.
Counting games and activities.
Maths trays to stimulate child-initiated play, counting, grouping and totalling sets of familiar objects.
Experiment with their own symbols and marks as well as
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'
Finding familiar 2D shapes in our school environment.
Continue patterns with objects and make models with construction toys.

Personal Social Emotional Development
- Welcomes and values praise
- Confidence
- Feelings; own and others
- Sharing
- Confident to communicate to other children
- Can play in a group

Possible Activities:
Getting to know each other– circle/name games.
Looking at and sharing photographs from home – our families, homes, favourite toys and stories.
What happens if we have a worry/problem at school? Who can help us? Establish and discuss Worry Doll system.
Establishing class rules and discussing expectations at school. What happens if we break the rules – rewards and sanctions. Set up class awards system – Achievers, Superstar, Tidy Up Trevor, Class Bear/Rabbit, Superstar Writer. Share and celebrate Wow moments.

Physical Development
- Lets needs be known (e.g. hunger)
- Keeping healthy
- Equipment safety
- Moves freely and in range of ways
- Co-ordination.
- Gross and fine motor development, e.g. wave flags and streamers.

Possible Activities:
Becoming familiar with our outdoor areas to support and develop their gross motor skills and coordination – bikes, scooters, balance beams, trim trail etc.
Joining in with daily fruit, milk and water time. Becoming independent using the school toilets and managing personal needs.
Changing clothes for PE time and put coat on independently.
Mark-making using a variety of mediums. Using pencils, pens, paint brushes to develop their fine motor control. Becoming more familiar with tripod grip to hold a pencil.
Make healthy choices about food, drink, activity and toothbrushing. Practice using one-handed tools and equipment, e.g. making snips with scissors, holding a pencil and showing a preference for a dominant hand.

Overview
This half term's topic is 'Ourselves'. Our main emphasis will be on PSED to ensure a smooth transition into school for all our new children. Our intention is for all children to feel happy and confident about coming to school.