

Hunton & Arrathorne EYFS Planning Autumn 1

THIS IS ME!

Books:	
Hooks:	Treasure Box
Special Days:	Jeans for Genes Day (22 nd Sept) Harvest (1 st Oct) Poetry Day (6 th Oct) Halloween (31 st Oct)
Trips:	Walk around the village, visit the park
Songs:	This is Me (Greatest Showman)
Role Play:	Home Corner & Café

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	Listening, Attention and Understanding <ul style="list-style-type: none"> <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</i> 	Introduce school rules and behaviour system and practise learning behaviours on carpet and in provision Vocabulary linked to self and parts of the body, language of emotions (introduced by colour monster), senses, question words, school values, explore language from books, curiosity cube Rhymes, poems and songs - Heads, shoulders, knees and toes, Are we listening, The senses song, If your happy and you know it, Jack and Jill, Grand Old Duke of York	To understand how to listen carefully and why listening is important. To be able to follow simple instructions/directions. To learn new vocabulary
Communication and Language (Prime)	<ul style="list-style-type: none"> <i>Make comments about what they have heard and ask</i> 		To be able to engage in story times by listening carefully, retaining

	<p><i>questions to clarify their understanding.</i></p> <ul style="list-style-type: none"> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> 	<p>Introduce the bag of songs-whenver there is free moment (lining up etc) pull out a song and sing it</p> <p>Children to have opportunities to talk to adults and each other about themselves and their families and community. Adults model how to hold a conversation. Give time to develop talk partner work.</p> <p>Introduce the vocabulary of questioning/question starters within provision/whole class.</p> <p>Model/support in asking questions and give time to develop talk partner work-treasure boxes</p>	<p>what has been heard and recalling key points.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p>
	<p>Speaking</p> <ul style="list-style-type: none"> • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> • <i>Express their ideas and feelings about their experiences using full sentences, including use of</i> 	<p>Articulate ideas in sentences - Introduce and model think it say it approach</p> <p>Encourage children to articulate themselves in sentences with correct grammar</p> <p>Describe events in details - Children to describe their favourite day out in the summer or what they like to do on their favourite type of day-use their treasure boxes</p> <p>Retell stories - Introduce story retelling with actions/pictures Introduce Story Acting</p>	<p>To use talk to communicate needs, news, feeling and ideas.</p> <p>To talk in front of a small group.</p> <p>To use new vocabulary through the day.</p> <p>To talk to their teacher and other supporting adults.</p>

	<p><i>past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i></p>		
<p>Physical Development (Prime)</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling crawling - walking - jumping - running - hopping - skipping - climbing; in PE and opportunities in provision and outdoor play</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming - In PE, classroom activities and provision (swimming from parent voice-use tapestry to find out)</p> <p>Use their core muscle strength to achieve a good posture when sitting on the floor - Model how to sit on the carpet with good posture</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>To move safely within a given space.</p> <p>To stop safely.</p> <p>To develop control when uses basic equipment.</p> <p>To be able to use large construction to build.</p> <p>To be able to climb over/under and through obstacles - eg- climbing frames, tunnels, large construction obstacle courses.</p> <p>To learn games have rules.</p>

Physical Development (Prime)	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • <i>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</i> • <i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i> • <i>Begin to show accuracy and care when drawing.</i> 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient through- Dough Disco/ Letters modelled in phonics/opportunities to write in guided and independent learning time (Messagner centre), Drawing Club</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently within weekly funky finger challenge table and our loose parts area in provision.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons - teach children to use different equipment and model use</p> <p>Opportunities to use these</p>	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to attempt to use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To use tweezers to transfer objects.</p>
Personal Social and Emotional Development (Prime)	<p>Self-regulation</p> <ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> • <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i> 	<p>Introduce language of feelings through colour monster book/feelings display/curiosity cube</p> <p>Children to be given opportunity to discuss scenarios and how they would/should react</p> <p>No-outsiders book and weekly assemblies are opportunities to discuss their feelings</p> <p>Calming corner within provision to support emotions/ regulation for children</p>	<p>To recognise different emotions.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To focus for short periods of time in whole class inputs.</p> <p>To follow one step instructions.</p>

Personal Social and Emotional Development (Prime)	<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		
	<p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	<p>See themselves as a valuable individual - Look at what makes us special and individual-what is different and what is the same? As children are new to the setting adults will model how to use different equipment etc and provide new opportunities. Children supported in doing this. Discuss what resilience and perseverance is</p> <p>Learn the school rules - Be kind, Be safe, Be driven - what do they mean? Teach children to gel/wash hands regularly. Toilet and handwashing independence. Independence at lunch - cutting food and clearing of trays Coat and jumper skills Food tasting at lunch Know and talk about the different factors that support their overall health and wellbeing: - healthy eating and toothbrushing - Look at different types of food/healthy and unhealthy/try new foods. Teeth and toothbrushing. Use the cafe role play area to discuss</p>	<p>To independently be able to:</p> <ul style="list-style-type: none"> • Use the toilet • Wash hands • Put coat on • Change shoes into wellington boots <p>To explore the Robin classroom environment.</p> <p>To begin to understand the rules for the classroom and school.</p>

		<p>Further develop the skills they need to manage the school day successfully: lining up and queuing - mealtimes- personal hygiene - teach children how to line up and move around school, teach children expectations of assembly and lunchtime behaviour, knife and fork skills, collecting our trays and cutlery, handwashing etc</p>	
	<p>Building Relationships</p> <ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others.</i> • <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and to others' needs.</i> 	<p>Discuss - What makes a good friend? What characteristics are valued in our school community? Sharing toys and taking turns, working together on jigsaws and simple games with support from an adult.</p>	<p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults.</p> <p>To play with children who are playing with the same activity.</p>
<p>Literacy (Specific)</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate (where appropriate) key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-</i> 	<p>Weekly book from our Key texts (see above) Sharing picture books during provision and books within all areas of provision to embody reading in all areas.</p> <ul style="list-style-type: none"> • <i>We are all different</i> • <i>Elmer</i> • <i>Colour Monster</i> • <i>Funny bones</i> • <i>Lion who wanted to love</i> • <i>Giraffes can't dance</i> • <i>The Shy Little Lion</i> 	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p> <p>To have a love of stories and listens attentively to story time.</p>

Literacy (Specific)	<p><i>fiction, rhymes and poems and during role play.</i></p>	<p>Encourage children to act out well known stories read to them alongside adults and peers within provision. Highlight, discuss and display vocabulary in texts read to them within provision/the environment.</p>	<p>To share their favourite books, seeking them out, to share with an adult, with another child, or to look at alone.</p>
	<p>Word Reading</p> <ul style="list-style-type: none"> • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> 	<p>Little Wandle sessions/ Phonics displayed within provision /environment</p> <p>Morning tasks linked to taught graphemes/ phonemes</p> <p>Phonic assessments</p> <p>Story - rhyming, rhyming basket, match the rhyming words,</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Recognise words with the same initial sound. <p>To recognise their written name.</p> <p>To recognise taught Phase 2 graphemes- see Little Wandle.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can read taught tricky words.</p>

	<p>Writing</p> <ul style="list-style-type: none"> • <i>Write recognisable letters, most of which are correctly formed.</i> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i> • <i>Write simple phrases and sentences that can be read by others.</i> 	<p>Potential Writing Opportunities -</p> <ul style="list-style-type: none"> • Name writing • Mark making • Individual letters • Labelling • Dough disco <p>Writing messenger centre in provision with open ended opportunities Drawing club</p>	<p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To begin to write the initial sounds in words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p><u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>
<p>Mathematics (Specific)</p>	<p>Number</p> <ul style="list-style-type: none"> • <i>Have a deep understanding of number to 10, including the composition of each number.</i> 	<p>Baseline Assessment White Rose Maths SOW</p> <ul style="list-style-type: none"> • Getting to know you • Match, sort and compare • Talk about measure and pattern 	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p>

	<ul style="list-style-type: none"> • <i>Subitise (recognise quantities without counting) up to 5.</i> • <i>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i> 	<p>Super Sixes Maths mastery</p>	<p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5.</p>
	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • <i>Verbally count beyond 20, recognising the pattern of the counting system.</i> • <i>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i> • <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i> 	<p>Baseline Assessment White Rose Maths SOW</p> <ul style="list-style-type: none"> • Getting to know you • Match, sort and compare • Talk about measure and pattern <p>Super Sixes Maths mastery</p>	<p>Begin to use mathematical vocabulary such as 'more than' 'less than'.</p> <p>To identify which group of objects has more. To identify which group of objects has less.</p> <p>To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.</p>
<p>Understanding the World (Specific)</p>	<p>Past and Present</p> <ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society.</i> 	<p>Children to discuss their immediate and wider family-who is in your family? Lolly pop houses-draw family inside. Use the children's treasure boxes to talk about things they have done in the past.</p>	<p>To be able to discuss 1-1/in a small group significant or important events from their past.</p>

	<ul style="list-style-type: none"> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> 	<p>Towards the end of term show children pictures of their first day of school. Compare how they were feeling then and now</p> <p>Look at parental jobs and what children would like to be when they are older</p> <p>Look at people who help us - and their job roles</p>	<p>To be able to identify how they have changed from when they were a baby.</p>
	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> • <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i> • <i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</i> 	<p>Children to have opportunity to talk about their family and who lives in their house</p> <p>Children to draw a picture of the people who live in their house (lollypop house) and label it using words/mark making. Adult to scribe what children say about each person</p> <p>Use UK map to identify what country we live in (England), Look at UK jigsaw to spot familiar landmarks-outside on the wall</p> <p>Look at a Hunton map and identify where school and key places are</p> <p>Look at map of the school site and say what we can see and explore making links</p> <p>Talk about special places including church, school and places that are special to them.</p> <p>Look at these on village map</p> <p>Explore the school site and look at maps</p> <p>Walk to the village hall/park/ford in the village.</p> <p>Harvest.</p>	<p>To be able to talk about their own lives - my family, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>Talk about members of their immediate family and community by naming and describing people who are familiar to them.</p> <p>To Listen carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>To know the name of the town where they live.</p>

	<p>The Natural World</p> <ul style="list-style-type: none"> • <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> • <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i> 	<p>Explore the natural world around them and describe what they see, hear and feel whilst outside</p> <p>Look at vocabulary for senses (senses song) and then go on a wellie walk to the nature area. Children to discuss what they can see, hear and feel. Compare that to same senses when on village walk</p> <p>Learn the names of the 4 seasons. As the leaves start to fall discuss summer into autumn and what changes we see and discuss Harvest</p> <p>Look at melting in the context of melting chocolate for crispy cakes/choc making, is this change reversible or irreversible?</p>	<p>To be able to explore the natural world around them with awe and wonder.</p> <p>To talk about a simple map and draw information from it.(where we live)</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>To know features of their own immediate environment.</p> <p>To identify and recognise the features of Autumn.</p>
Expressive Art and Design (Specific)	<p>Creating with Materials</p> <ul style="list-style-type: none"> • <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> • <i>Share their creations, explaining the process they have used.</i> • <i>Make use of props and materials when role playing</i> 	<p>Children introduced to different media/equipment in the classroom</p> <p>Self-portrait-painted-explore colour mixing with paint</p> <p>Playdough faces</p> <p>Funny bones skeletons with art straws</p> <p>Split pin people</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To name colours.</p> <p>To create simple representations of people and objects.</p>

	<p><i>characters in narratives and stories.</i></p>		<p>To explore different techniques for joining materials. To draw and colour with pencils and crayons.</p>
	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <i>Invent, adapt and recount narratives a story with peers and their teacher.</i> <i>Sing a range of well-known nursery rhymes and songs.</i> <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</i> 	<p>Children to listen to different genres of music - how would you move to this music? Explore instruments and vocabulary of loud and quiet, fast and slow Look at body percussion and sounds we can make with our body parts (hands, feet, mouth) Develop storylines in their pretend play Role play area as home set up and dolls house small world with range of characters Perform nursery rhymes/poems/stories</p>	<p>To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music.</p>
<p>Intentional Vocabulary</p>	<p>Be kind, be safe, be driven, resilience, perseverance Family -Mother, father, sister, brother, grandparent Friend Favourite Rhyme, song, poem Senses - see,hear,smell,taste,touch Emotions - sad, happy, confused, scared, love, care, anxious, unsure, nervous, passionate Questions - Why, what, when, how, what if Wonder, curious, thirst, knowledge Aims - Risk taker, Creator, Life long reader, happy and healthy, Inquisitive Weather/seasons: sun, rain, cloud, snow, wind, hail, fog, summer, autumn, winter, spring, leaves, falling Colours: black, white, red, yellow, blue, orange, green, purple, light, dark, mix Maths - Subitise, count, number, total, object, order, same, different, more than, less than, equal, the same as, shape, pattern, repeated, now,soon, later, big, small, size, morning, afternoon, night, what comes next? sum, one, two, three to</p>		

twenty and beyond, how long, next, before, after, order, count on, count back, split, group, share, measure, half full, full, empty, container, scales, weigh, heavy/er, light/er, how long, under, over, next to, between, behind, in front, inside, tall/er, short/er, long/er, days of the week, birthdays, holiday.

Basic geography: map, Hunton, England, land, sea

Ourselves/body parts: hair/eye/skin colour, arm, leg, hand, fingers, thumb, elbow, knee, foot, toes, back, neck, shoulders

Create: Shape, texture, tone, colour, mix, Sellotape, masking tape, scissors, construct, modelling, design, glue tape, string, join, connect,