

Hunton & Arrathorne EYFS Planning Autumn 2

ASTONISHING ANIMALS!

Books;	
Hooks;	Egg class arrival/hatching
Special Days;	Bonfire Night (5 th Nov), Armistice Day (11 th Nov), Diwali (12 th Nov), Nursery Rhyme Week (13 th Nov), Thanksgiving (23 rd Nov), St Andrews Day (30 th Nov), Hanukkah (7-15 th Dec), Advent (3 rd Dec) National Robin Day (21 st Dec)
Trips;	Tropical World/ Animal encounter (Vet visit)
Songs;	Andy's Animal Raps
Role Play;	Vets & Pet Shop

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> 	Learn new vocabulary - Language linked to animals, habitats, geographical vocabulary, life cycles, comparison, exploring language from books Rhymes, poems and songs - Incy Wincey Spider, Macavity the Mystery Cat - T.S Eliot, Old Macdonald, Down in the jungle Bag of songs Children to talk about different animals and habitats around the world. They will be encouraged	To engage in story time joining in with repeated phrases and actions. To respond to instructions with more than one step. To begin to understand how and why questions.

	<ul style="list-style-type: none"> • <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i> 	<p>to ask questions about what they want to learn and do not know as we move through our learning</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 past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i> 	<p>Model asking and answering questions, Offers Explanations - What is a habitat? Why do different animals live in different habitats? Life cycles - chickens/butterflies/frogs</p> <p>Making links to prior learning experiences -for example referring to our floor book/</p> <p>Discuss past, present, future with our whole class timeline Learning journey.</p> <p>Answer questions during LW reading sessions</p> <p>Answer questions during story time - using VIPERS</p>	<p>To answer questions in front of a whole class.</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>To be able to use plural and some tenses correctly.</p> <p>To be able to ask questions to support their learning or understanding.</p>
<p>Physical Development (Prime)</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • <i>Negotiate space and obstacles safely, with</i> 	<p>Use their core muscle strength to achieve a good posture when sitting at a table</p>	<p>To be able to safely, and confidently use a range of large and small apparatus indoors and</p>

	<p>consideration for themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Combine different movements with ease and fluency</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity and having a good sleep routine</p>	<p>outside, alone and in a small group.</p> <p>To run, change direction and stop on a given signal.</p> <p>To move in a variety of ways eg jumping, hopping, balancing with increasing control.</p> <p>To begin learning to throw and catch a ball to a target/partner.</p>
	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Opportunities to use these and model to help improve skill and accuracy</p> <p>Dough Disco/ Letters modelled in phonics/opportunities to write in guided and independent learning time</p> <p>Begin to show accuracy and care when drawing</p> <p>Look at drawing accurately when drawing animals and plants.</p> <p>Look at different shapes and colours in drawing</p>	<p>To hold a knife and fork correctly.</p> <p>To hold scissors correctly and cut along curved and zig zagged lines.</p> <p>To use a tripod grip when mark making.</p> <p>To write taught letters using correct letter formation.</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> • <i>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.</i> 	<p>Continue to discuss feelings and emotions and develop self-regulation based on needs of children Using calm area within the classroom to help those how need to regulate and discuss emotions - valuing our feelings, and those of others. No-outsiders book and weekly assemblies are opportunities to discuss their feelings Build and model perseverance</p>	<p>To talk about how they are feeling</p> <p>To focus their attention in a whole class group for a teaching sessions (Phonics)</p> <p>To consider how others are feeling and how their behaviour affects that.</p> <p>To change their behaviour to a range of situations.</p> <p>Be willing to keep trying if something is difficult or challenging.</p> <p>To follow instructions with more than one step.</p>
	<p>Managing Self</p> <ul style="list-style-type: none"> • <i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i> • <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i> • <i>Manage their own basic hygiene and personal needs,</i> 	<p>Confident to try new activities with resilience and perseverance -model 'keep trying' 'not giving up' Set challenges which encourage resilience and perseverance. Children encouraged to try new activities and foods as part of our learning Children encouraged to try new activities and foods as part of our learning Set challenges which encourage resilience and perseverance. Look at 100 things to do...</p>	<p>To have confidence to try new activities.</p> <p>To begin to develop the ability to follow classroom rules.</p> <p>To begin to understand the School aims, Care-aspire-excel and our curriculum aims.</p>

	<p><i>including dressing, going to the toilet and understanding the importance of healthy food choices.</i></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>Build constructive and respectful relationships Work on relationships and play cooperatively and takes turns Children continue to play games with rules with support from an adult with the rules Children to be more independent in their turn taking based on needs of children</p>	<p>To identify adults who are 'safe adults' which they can speak to if they feel uncomfortable.</p> <p>To interact with a variety of children and begin to develop friendships.</p> <p>To begin to develop positive relationships with staff within the robin class.</p> <p>To be able to identify when another child is upset and respond appropriately.</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</i> 	<p>Stories/Books Fiction and non-fiction books linked to animals</p> <ul style="list-style-type: none"> • Big Book of Animals • Lion who wanted to love • Three Little Pigs • Goldilocks and the Three Bears • Tiger who came to tea • Snail and a whale <p>See Key texts. Answer questions during LW reading sessions Answer questions during story time - using VIPERS</p>	<p>To begin answering and asking questions about stories read to them.</p> <p>To join in with repeated words, actions and phrases from familiar stories.</p> <p>To repeat new vocabulary in a context of a story.</p>

	<p><i>discussions about stories, non-fiction, rhymes and poems and during role play.</i></p>	<p>Encourage children to act out well known stories read to them Highlight, discuss and display vocabulary in texts read to them Focus on prediction 'What might happen next...' What do we think the book will be about...' Focus on sequencing activities in 1/1, small group and whole class inputs.</p>	<p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p> <p>To sequence familiar stories. To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.</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>To recognise Phase 2 graphemes- see Little Wandle. To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds. To blend sounds into words, so that they can read short words made up of known letter- sound correspondences. To match taught graphemes and phonemes. To read taught tricky words. To read phonetically decodable books matched to their phonics ability to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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 • Labels and captions • Invitation making • Card making • Poster making • Sequencing stories (The Hungry Caterpillar, The Little Red Hen) <p>Drawing club Messagner centre</p>	<p>To write their name.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>To write words and labels using taught sounds.</p> <p>To begin to write captions using taught sounds.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for own name, Mum and Dad.</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> • <i>Subitise (recognise quantities without counting) up to 5.</i> • <i>Automatically recall (without reference to rhymes, counting or other aids)</i> 	<p>White Rose Maths SOW</p> <ul style="list-style-type: none"> • It's me 1,2,3 • Circles and triangles • 1,2,3,4,5 • Shapes with 4 sides <p>Super Sixes Maths Mastery</p>	<p>Link the number symbol (numeral) with its cardinal number value to 5.</p> <p>Estimate and guess how many there might be before counting.</p>

	<p><i>number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p>		<p>To subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p> <p>To explore the composition 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>White Rose Maths SOW</p> <ul style="list-style-type: none"> It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides <p>Super Sixes Maths Mastery</p>	<p>Distribute items evenly from a group.</p> <p>Counts objects accurately to 5 using one to one correspondence and can identify when objects have the same, less than or more than.</p> <p>To compare quantities up to 5. To compare equal and unequal groups.</p> <p>Recognises numbers to 5 and puts them in order.</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> <i>Know some similarities and differences between things in the past and now, drawing on</i> 	<p>Explorers</p> <p>Be able to name some famous explorers and talk about why they are remembered (link to Year 1 History)</p> <p>David Attenborough (Little People, Big Dreams)</p>	<p>To talk about the lives of the people around us.</p> <p>To know some similarities and differences between things in the past and now, drawing on</p>

	<p><i>their experiences and what has been read in class.</i></p> <ul style="list-style-type: none"> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> 		<p>experiences and what has been read in class. Comment on images of familiar situations in the past.</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</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,</i> 	<p>Draw information from a single map Look at different animals from around the world and find where they live on a world map 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 Look at animals and their habitats around the world Look at what it is like for humans living in those parts of the world and how their lives might be similar or different to our own Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Look at the school and village environment What animals can we see and observe? What sort of habitats can we spot on our village and UK maps</p>	<p>To know about people who help us within the local community.</p> <p>To identify different celebrations and how people celebrate.</p> <p>To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</p>

	<p><i>nonfiction texts and (when appropriate) maps.</i></p>	<p>Visit the Nectar Café to explore habitats; make a bug house</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 Explore the school site and village using their senses to guide them What can we discover in different habitats e.g. woods and river? Recognise some environments that are different to the one in which they live (Antartica?) Compare different UK and world habitats Explore the natural world around them, making observations and drawing pictures of animals and plants 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 Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Life cycles, melting ice - climate change, Winter</p>	<p>Draw information from a simple map.</p> <p>Describes some features of plants and animals and identifies when things are the same and different.</p> <p>Notices, observes and talks about seasonal changes.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, habitat)</p>
<p>Expressive Art and Design (Specific)</p>	<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> 	<p>Artistic effects/materials/tools/techniques with some opportunities to include:</p> <p>Vegetable art Mud painting Animal drawing Animal masks Painting with and on natural materials</p>	<p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p>

	<ul style="list-style-type: none"> • <i>Make use of props and materials when role playing characters in narratives and stories.</i> 		<p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>To experiment with colouring mixing.</p> <p>To use colours for a particular purpose.</p> <p>To explore the work by famous artists linked to our Art Long term plan (Year A/B)</p> <p>Uses a range of shapes and colours to represent observational drawings.</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>Listen/watch music, dance and performance art and respond</p> <p>Andy's Animal Raps https://www.bbc.co.uk/teach/b-ring-the-noise/andys-rapsindex/z6tjcqt</p> <p>Develop storylines in their pretend play Role play; vets, small world, animal puppets Perform nursery rhymes/poems/stories Practice and perform our school Nativity!</p>	<p>To create musical patterns using body percussion.</p> <p>To use costumes, songs and resources to act out the Nativity.</p>
<p>Intentional Vocabulary</p>	<p>Movement - Run ,Jump ,Hop ,Skip ,Climb, balance, Stop, start, fast, slow, throw, catch Energetically Rap, dance Healthy Religion, Advent, Christmas - nativity, play, costume, performance</p>		

Celebration, Festival, Change, Light - Diwali, Hanukkah, Halloween, Guy Fawkes, Advent

Animals: farm, woodland, wild, sea life, young, names of key animals, carnivore, herbivore, omnivore, teeth, skin/scales, life-cycle, Predator, camouflage, nocturnal

Habitats: woodland, desert, ocean/sea, rainforest, polar regions

Jobs/people who help us: nurse, doctor, vet, police officer, fire fighter, teacher, lollipop person

Maths - shape square, triangle, circle, rectangle, oval, hexagon, Heavy, light, heavier, lighter, rectangular, cylinder, cube, cuboid, pyramid, cone, sphere, more, less, few, fewer, fewest, smaller, smallest, balance, calculations, addition, plus, altogether, equals, number bonds, number line/track/square, ten frame

Seasons - Winter, cold, wet, snow, dark/er, moon, night, melt, change, ice

Fiction, non-fiction, fact, poem, rhyme