

Hunton & Arrathorne EYFS Planning Autumn 1

THIS IS ME!

Books;	
Hooks;	Treasure Box
Special Days;	Harvest (1 st Oct) Poetry Day (6 th Oct) Halloween (31 st Oct)
Trips;	Walk around the village, visit the park
Songs/ Rhymes;	Miss Polly had a dolly, Head, Shoulders, Knees and Toes
Role Play;	Home Corner & Café

Area of Learning	Early Learning Goals	Implementation	Intent - Skills progression
Communication and Language (Prime)	Listening, Attention and Understanding <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	I can understand how to listen carefully and why listening is important. I can follow simple one step instructions/directions. I can talk to others and begin to take turns to speak.

Communication and Language (Prime)	<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>	Rhymes, poems and songs - Heads, shoulders, knees and toes, are we listening, routine rhymes 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 and use sentence starters to respond to questions Introduce the vocabulary of questioning/question starters within provision/whole class. Model/support in asking questions and give time to develop talk partner work-treasure boxes	
	Speaking <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>	Articulate ideas in sentences - Introduce and model think it say it approach Encourage children to articulate themselves in sentences with correct grammar 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 Retell stories - Introduce story retelling with actions Poetry basket	I can use talk to communicate needs and share ideas with key people in school. I can use sentences of 4-6 words

	<i>past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>		
Physical Development (Prime)	Gross Motor Skills - 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.	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 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 Use their core muscle strength to achieve a good posture when sitting on the floor and at the table - Modelled by adults	I can move safely within a given space. I can stop safely. I can use large construction to build. I can develop movement using balance bikes and large apparatus. I know that holding my arms out helps me to balance I know that bending my knees helps me to land safely I can learn how to sit correctly at a table.
	Fine Motor Skills - 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.	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 Develop their small motor skills so that they can use a range of tools competently, safely	I can show a preference for a dominant hand. I can strengthen my fingers using dough, tweezers and threading.

Physical Development (Prime)	• <i>Begin to show accuracy and care when drawing.</i>	and confidently within weekly funky finger table and our loose parts area in provision. Suggested tools: chunky pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons – teach children to use different equipment and model use Opportunities to use these	
Personal Social and Emotional Development (Prime)	Self-regulation • <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>	Introduce language of feelings through colour monster book/feelings display/curiosity cube Children to be given opportunity to discuss scenarios and how they would/should react No-outsiders book and weekly assemblies are opportunities to discuss their feelings Calming corner within provision to support emotions/ regulation for children	I can recognise and talk about different feelings. I can focus for short periods of time in whole class inputs. I can sustain attention in a self directed activity.
	Managing Self • <i>Be confident to try new activities and show independence, resilience and</i>	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	I can independently; • Use the toilet • Wash hands • Put coat on

Personal Social and Emotional Development (Prime)	<i>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, including dressing, going to the toilet and understanding the importance of healthy food choices.</i>	in doing this. Discuss what resilience and perseverance is 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 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	I can manage transitions to reception and explore the Robin classroom environment. I understand the importance of oral hygiene. I can begin to show awareness the rules for the classroom and school. 'Be kind, Be safe, Be Driven' I can recognise ways in which I am unique
	Building Relationships <i>Work and play cooperatively and take turns with others.</i>	Discuss – What makes a good friend? What characteristics are valued in our school community?	I can seek support from adults when needed if I feel worried or unsafe.

	• <i>Form positive attachments to adults and friendships with peers.</i> • <i>Show sensitivity to their own and to others' needs.</i>	Sharing toys and taking turns, working together on jigsaws and simple games with support from an adult.	I can gain confidence to speak to others in their class and to adults. I can play with children who are playing with the same activity.
Literacy (Specific)	Comprehension • <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-fiction, rhymes and poems and during role play.</i>	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. • <i>We are all different</i> • <i>Elmer</i> • <i>Funny bones</i> • <i>Lion who wanted to love</i> • <i>Giraffes can't dance</i> • <i>The Shy Little Lion</i> 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. Encompass a 'love of reading'	I can listen to stories read and engage in story time. I can independently look at a book, holding it the correct way and turning pages carefully. I can join in with repeated refrains and familiar books.
	Word Reading • <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>	Little Wandle sessions/ Phonics displayed within provision /environment Morning tasks linked to taught graphemes/ phonemes Phonic assessments	I can develop phonological awareness to: • Spot rhymes in familiar stories and poems. • Recognise words with the same initial sound. I can recognise written name.

Literacy (Specific)	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Story - rhyming, rhyming basket, match the rhyming words,	I can say the sounds for some Phase 2 graphemes. I can begin to orally segment and blend to read CVC words.
	Writing - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.	Potential Writing Opportunities - - Name writing - Mark making - Individual letters - Labelling - Dough disco Writing messenger centre in provision with open ended opportunities Drawing club	I can begin to give meaning to the marks I make as they mark make. I can copy some taught pre writing shapes / - O X and letters. I can begin to write the initial sounds in words. I can begin to orally segment to spell. I can write initial sounds to label pictures. <u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.
Mathematics (Specific)	Number - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5.	Baseline Assessment Maths mastery - - Subitising - Counting and cardinality - Composition - Comparison	I can develop a deep understanding of 1-3. I can subitise to 3. I can count objects, actions and sounds upto 5. I can recognise numerals 1-5.

	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 can begin to focus on composition of numbers upto 3.
	Numerical Patterns - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Baseline Assessment Maths mastery - - Subitising - Counting and cardinality - Composition - Comparison	I can rote count reliably to 5 I can begin to compare quantities such as 'more than' 'less than'.
	Shape, Space and Measure No ELG	Children will discuss positional vocabulary with Goldilocks and the Three bears as a book hook. Maps within Drawing Club - teacher modelling and children drawing and discussing. Sorting objects activities - including sorting things at tidy up time.	I can use positional language - under, over, next to, behind I can discuss simple maps and positional directions. I can sort objects into groups and begin to explain how they have been sorted.

			I can compare groups and identify similarities and differences. I can sort objects using a range of attributes (e.g. colour, shape, size, texture or function).
Understanding the World (Specific)	Past and Present <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 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>	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. Towards the end of term show children pictures of their first day of school. Compare how they were feeling then and now Look at parental jobs and what children would like to be when they are older Look at people who help us - and their job roles	I can discuss 1-1/in a small group significant or important events from my past. I can name people in my family and talk about them.
	People, Culture and Communities <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</i>	Children to have opportunity to talk about their family and who lives in their house 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	I can talk about my own life - my family, my school, my world. I can recognise similarities and differences between myself and peers. I can be accepting of peoples differences and know we are all unique.

	<i>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>	Use UK map to identify what country we live in (England), Look at UK jigsaw to spot familiar landmarks-outside on the wall Look at a Hunton map and identify where school and key places are Look at map of the school site and say what we can see and explore making links Talk about special places including church, school and places that are special to them. Look at these on village map Explore the school site and look at maps Walk to the village hall/park/ford in the village. Harvest.	I can talk about members of immediate family and community by naming and describing people who are familiar to them. I can Listen carefully to stories about different places and is begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. I can name the location of my school - Hunton. I can discuss some religious words such as God, The Bible and Church. I can discuss some religious stories.
	The Natural World <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>	Explore the natural world around them and describe what they see, hear and feel whilst outside 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 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	I can explore the natural world around them with awe and wonder. I can talk about a simple map and draw information from it.(where we live) I can describe what they can see, hear, smell and feel when they are outside. I can discuss features of their own immediate environment.

	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Look at melting in the context of melting chocolate for crispy cakes/choc making, is this change reversible or irreversible?	I can identify and recognise the features of Autumn.
Expressive Art and Design (Specific)	Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.	Children introduced to different media/equipment in the classroom Self-portrait - draw a picture of themselves (each term) - how has my drawing changed over time? Playdough faces Funny bones skeletons with art straws Split pin people	I can explore and use a variety of artistic effects to express their ideas and feelings. I can return to and build on their previous learning, refining ideas and developing their ability to represent them. I can name colours. I can create simple representations of people and objects. I can make marks, lines and curves on a variety of paper using a range of media.
	Being Imaginative and Expressive - Invent, adapt and recount narratives a story with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music	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	I can experiment with different instruments and their sounds. I can talk about whether they like/dislike a piece of music. I can add actions and movements to songs.

Intentional Vocabulary	Be kind, be safe, be driven, resilience, perseverance Relationship, friend, family, respect Rhyme, song, poem Senses - see,hear,smell,taste,touch Emotions - sad, happy, confused, scared, love, care, anxious, unsure, nervous, Questions - Why, what, when, how, what if Aims - Risk taker, Creator, Life long reader, happy and healthy, Inquisitive 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,order, group, share, under, over, next to, between, behind, in front 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 construct, modelling, design, join, connect, Creative - pattern, line, shape, artist, start - stop - copy - rock - loud - quiet - tap - shake PE - freeze - space - safe - stop - partner
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