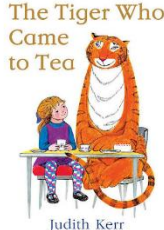
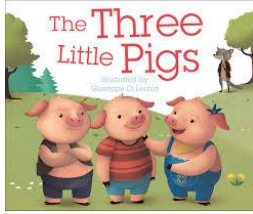
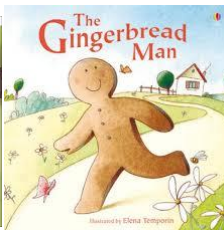
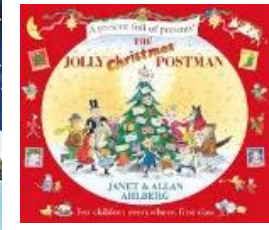


Hunton & Arrathorne EYFS Planning Autumn 2

TERRIFIC TOYS

Books;	    
Hooks;	Bring in favourite toy from home
Special Days;	Bonfire Night (5 th Nov), Armistice Day (11 th Nov), Diwali (8 th Nov), Nursery Rhyme Week (Nov) Thanksgiving (26 th Nov), St Andrews Day (30 th Nov), Hanukkah (7-15 th Dec), Advent (3 rd Dec) National Robin Day (21 st Dec)
Trips;	Pantomime
Songs/ Rhymes;	Five currant buns 1,2,3,4,5 Once I caught a fish alive!
Role Play;	Toy Shop/ Santa's Grotto

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</i>	Language linked to the toys, historical and geographical vocabulary and exploring language from books Rhymes, poems and songs; Five Teddy Bears. I'm a Little Teddy Bear. Lots of different Toys, Night-time in the toy Shop, The Big Toy Shop	I can follow two step instructions/direction. I can begin to understand how and why questions. I can demonstrate good listening behaviours

	<i>whole class discussions and small group interactions.</i> <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>	Children to discuss and write about their favourite toy after bringing them into school to show and tell They will be encouraged to ask questions about what they want to learn and do not know as we move through our learning	I can engage in story time and join in with repeated refrains and familiar stories and rhymes.
	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 past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</i>	Adults will use language by introducing in texts and stories throughout the year to talk about toys in meaningful conversation. I like this toy because, I prefer to play with this one because... What are toys, why do we have them? Talk about new and old toys Link to No Outsiders; Gender discussion, what do girls and boys play with, why? Discuss and relate social phrases in various contexts	I can share my ideas with a familiar adult or a small group. I can use talk to communicate feelings and ideas with key people. I can ask questions to support learning or understanding. I can listen to and talk about stories and rhymes.

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.	Use their core muscle strength to achieve a good posture when sitting at a table Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Combine different movements with ease and fluency Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Know and talk about the different factors that support their overall health and wellbeing: regular physical activity and having a good sleep routine	I can safely, and confidently use a range of large and small apparatus indoors and outside. I can run, change direction and stop on a given signal. I can negotiate obstacles, climbing, balancing, under, going through. I can use big steps to run and small steps to stop. I know I can use one foot to hop.
	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. - Begin to show accuracy and care when drawing.	Develop the foundations of a handwriting style which is fast, accurate and efficient Develop their small motor skills so that they can use a range of tools competently, safely and confidently Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Opportunities to use these and model to help improve skill and accuracy Dough Disco/ Letters modelled in phonics/opportunities to write in guided and independent learning time Begin to show accuracy and care when drawing	I can begin to attempt to use a tripod grip when using mark making tools. I can hold scissors to make snips in paper. I can use tweezers to transfer objects. I can sit at the table using the correct posture to write.

		Look at drawing accurately when drawing animals and plants. Look at different shapes and colours in drawing	
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>	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	I can talk about feelings and express how I am feeling. I can sustain attention in a short adult direction activity. I can learn to keep trying when things are difficult.
	Managing Self <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>	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...	I can have confidence to try new activities. I can develop the ability to follow the school rules and daily routines. I can begin to understand the School aims, Care-aspire-excel and our curriculum aims.

	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		I can develop independence with getting dressed (PE/Forest Schools) I can say how I am different and the same as others.
	Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.	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	I can identify adults who are 'safe adults' which can speak to if feeling uncomfortable. I can interact with a variety of children and begin to develop friendships. I can begin to develop positive relationships with staff within the robin class. I can talk about what it means to be a caring friend
Literacy (Specific)	Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories.	Possible Stories/Books Fiction and non-fiction books linked to Toys; see above, also, - Lost in the Toys Museum, - Old Bear, - The Old Toy Room, - That Rabbit belongs to Emily Brown, - You Choose See Key texts. Answer questions during LW reading sessions Answer questions during story time - using VIPERS	I can begin to recall key parts of stories and texts. I can repeat new vocabulary in a context of a story. I can retell a story using role play or small world resources, using some story language. I can sequence familiar stories.

	<i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>	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.	I can enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.
	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> <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>	Little Wandle sessions/ Phonics displayed within provision /environment Morning tasks linked to taught graphemes/ phonemes Phonic assessments Story - rhyming, rhyming basket, match the rhyming words,	I can recognise Phase 2 graphemes- see Little Wandle. I can blend sounds to read words using taught sounds. I can read phonetically decodable books matched to phonics ability to build up their confidence in word reading, their fluency and their understanding and enjoyment. I can match taught graphemes and phonemes. I can begin to read captions and sentences. I can read taught tricky words.
	Writing	Potential writing opportunities Name writing	I can write my name.

	• <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>	• Labels and captions • Invitation making • Card making Explanations/information about toys • Posters - lost toy Drawing club Messagner centre	I can spell words by identifying the sounds and then writing the sound with letter/s. I can say a simple sentence for writing (oral and count words). I can form some lower case letters correctly. I can use some upper case letters e.g. for own name, Mum and Dad.
Mathematics (Specific)	Number • <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) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i>	Maths Mastery • Counting, ordinality and cardinality • Comparison • Composition	I can develop a deep understanding of 1-5. I can subitise to 5 I can link the numeral with its cardinal number value to 5. I can talk about the different ways that amounts of 5 can be made. I can estimate and guess how many there might be before counting.
	Numerical Patterns • <i>Verbally count beyond 20, recognising the pattern of the counting system.</i>	Maths Mastery • Counting, ordinality and cardinality • Comparison	I can rote count reliably to 10.

	- 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.	Composition	I can distribute items evenly from a group. I can identify when objects are 'equal, greater than, fewer than' I can order numbers to 5. I can count backwards from 5 to 0
	Shape, Space and Measure No ELG	Measurement - Capacity and mass Order simple events - timetable/ stories/ bed time routine/ getting to school	I can recognise and order simple events (events across a day/ story/ days of the week) I can compare mass using balance scales (heavier/lighter) I can explore capacity through filling and emptying containers. I can compare capacity using - full, half full, empty.
Understanding the World (Specific)	Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on	Compare and contrast characters from stories, including toys from the past Look at different toys, look at how technology has influences toys and games Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	I can talk about the lives of the people around us. I can talk about past events - birthdays, holidays, Christmas and other celebrations.

	<i>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>	Look at how toys have changed over time; have some stayed the same, some changed? Why?	I can show some awareness to similarities and differences between toys in the past and present. I can talk about significant historical events and how things were different in the past.e.g. Bonfire Night, Remembrance Day
	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 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>	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 Look at different faiths and their beliefs and significant individuals in their faiths Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps How is life different for people around the world particularly those without the same rights as us	I can talk about people who help us within the local community. I can recognise that people have different beliefs and celebrate different times in different ways. I can identify different celebrations and religions and how these are celebrated around the world Christmas, Advent, Diwali I can recall simple stories connected to Christmas or Easter. I can discuss what happened to Jesus at Christmas.

	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> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>	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	I can draw information from a simple map and journeys through stories (The Jolly Christmas Postman, The Gingerbread man) I can explore changes of matter (freezing/melting) I can notice changes in the world around me.
Expressive Art and Design (Specific)	Creating with Materials • <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 characters in narratives and stories.</i>	Ideas such as; Self- Portraits Design and create new toy - 2D and 3D constructions Woodwork bench - using tools to create woodwork toys	I can make some independent choices about the resources needed and talks about creations. I can use different textures in creations and will combine media. I can experiment with colouring mixing primary colours to create secondary. I can use colours for a particular purpose.

			I can explore a range of ways to apply paint including fingers, brushes, sponges, card and sticks I can rehearse for, and performs in, the nativity play.
	Being Imaginative and Expressive <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>	Develop storylines in their pretend play role play toy themed based on interest; shop and hospital Small World; children develop story lines using their favourite small world toys Practice and perform our school Nativity!	I can create musical patterns using body percussion. I can use costumes, songs and resources to rehearse and act out the Nativity. I can take part in a call and response chant. I can move to the pulse of music.
Intentional Vocabulary	Old, new, past, present, compare Character, setting, predict Advent, Christmas - nativity, play, costume, performance tradition, celebrate Celebration, Festival, Change, Light - Diwali, Hanukkah, Halloween, Guy Fawkes Maths - count on/back, five frame, more, less, few, fewer, fewest, number line, capacity (full, empty, half full), mass (heavy/er, light/er, equal) Seasons - Winter, cold, wet, snow, dark/er, moon, night, melt, change, ice Fiction, non-fiction, fact, PE - - balance - bend - hop - jump - travel - land Creative - start - stop - copy - rock - loud - quiet - tap - shake - paint, colour, tool Special, same, different		