

Personal, social and emotional Development

Being me in my world

New Beginnings

See themselves as a valuable individual

Class Rule Rules and Routines

Supporting children to build relationships



Physical development

Threading, cutting, weaving, playdough, Fine Motor activities.

Manipulate objects with good fine motor skills
Draw lines and circles using gross motor movements
Hold pencil/paint brush beyond whole hand grasp

Pencil Grip
Cooperation games i.e. parachute games.

Balance Bike Ability

Different ways of moving to be explored with children
Help individual children to develop good personal hygiene.

Changing – clothes/coats/shoes etc. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Exploring healthy foods from harvest



Communication and language

Welcome to EYFS

Settling in activities

Making friends

Children talking about experiences that are familiar to them

What are your passions / goals / dreams?

Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

Oral retelling stories through Talk for writing and oral innovation of stories.

Story language



All About Me

Mathematics

Getting to Know you

Taking time to play and get to know the children.

Just Like Me

Number

Match and Sort

Compare Amounts

Measure Shape and Spatial

Thinking

Compare Size, Mass and Capacity

Exploring Pattern



Expressive arts and design

Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms.

Provide opportunities to work together to develop and realize creative ideas.

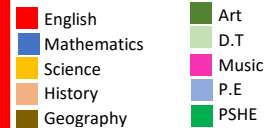
Bread Making.



Wow

Walk through village
Autumn scavenger hunt
Visit from L.I.V.E.S
Visit from the dentist

Key:



Understanding the world

Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.

Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.

Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Introduce children to different occupations and how they use transport to help them in their jobs.



Phonics

Phonic Sounds: Little Wandle sound progression

Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.

End of term assessments

Writing

Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!

Reading

Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognizing initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.

