

Essential Question: How am I different?	EYFS: Autumn Term	Visit: As a class the children will walk to the local park to meet their class bear.
Community Links: We will be holding a phonics afternoon to help parents understand phonics and discuss ways in which they can help support their child at home.	Enterprise Activity We will be taking and selling First day at school photographs.	 <b>ALL ABOUT ME</b>
Key Outcomes	Key Outcomes	Key Outcomes
<p><b>Moving and Handling</b></p> <p>In class and during PE the children will play a range of listening games to encourage their listening skills, whilst focusing on variety of movements including; slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Within continuous provision the staff will inspire the children to include a variation of movement within their play and negotiate space successfully when playing racing and chasing games, adjusting speed or changing direction to avoid obstacles. During apparatus and the outdoor provision the children will be encouraged to climb equipment, mount stairs and steps using alternate feet. We will also give the children objects to carry to help develop their balance. In the provision there will be the opportunity for the children to draw lines and circles using gross motor movements using a range of equipment on a variety of surfaces and use one-handed tools and equipment, e.g. child scissors.</p>	<p><b>Reading</b></p> <p>This half term the children will learn about the basic, careful handling of a book and understand that print carries meaning and, in English, is read from left to right and top to bottom. They will learn to hold the books the correct way up and turn the pages. Children will be encouraged to independently look at books and print in the environment and show interest in illustrations during continuous provision. They will begin to recognise familiar words and signs such as own name and advertising logos. Daily the children will listen to a range of stories and poems either one-to-one, within a small group or as a whole class and will be encouraged to retain attention and recall the story. Repetitive stories will be read to allow children to join in with repeated refrains and anticipate key events and phrases in rhymes and stories. They will discuss the story structure and describe main story settings, events and principal characters and suggest how the story might end. The children will be exposed to rhyme and rhythmic activities to develop the awareness of rhyme and alliteration and will then be asked to recognise rhythm in spoken words.</p>	<p><b>Number/ Shape Space and Measure</b></p> <p>NUMBER-Daily the children will be exposed to numbers within their environment where they will be encouraged to show an interest in numerals, use some number names and number language, show an interest in number problems and an interest in representing numbers through their play. The staff will endeavour to develop their curiosity about numbers by offering comments or asking questions. Daily the children will recite numbers in order to 10, but during the first half term they will closely focus on numbers 1, 2 and 3. They will learn that numbers identify how many objects are in a set and begin to represent numbers using fingers, marks on paper or pictures. They will start to match numeral and quantity correctly and begin to realise not only objects, but anything can be counted, including steps, claps or jumps. They will compare two groups of objects, saying when they have the same number and separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>SSM- Children will be encouraged to show an interest in shape and space by playing with shapes or making arrangements with objects and show awareness of similarities within their environment. This will be done through the play of sustained construction activity or by talking about shapes or arrangements. They will be exposed to positional language and will begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>
<p><b>Key Texts</b></p> <p>"I like myself" by Karen Beaumont Owl Babies</p> <p><b>Additional Texts</b></p> <p>Gus goes to school I want my mum Mog and the baby The large family collection I want my dinner The biggest bed in the world You're very special My amazing grandpa My body your body (non-fiction text)</p>		

<u>Understanding the World</u>	<u>Personal, Social and Emotional Development</u>	<u>Health and Self-Care</u>
<p>People and Communities- During whole class teaching, small groups, one to one and within the provision the children will be encouraged to remember and talk about significant events in their own experience and recognise and describe special times or events for family or friends. The children will be asked to bring in baby photographs to help with the discussion. They will learn some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. They will be encouraged to show interest in the lives of people who are familiar to them and in different occupations and ways of life.</p> <p>The World – The children will be encouraged to show care and concern for living things and the environment and will develop an understanding of growth, decay and changes over time. They will comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. As a class we will talk about some of the things they have observed such as plants, animals, natural and found objects and explain why things happen and how things work.</p> <p>Technology- within the provision there will be toys which need manipulating by pressing parts, lifting flaps or turning knobs to achieve effects such as sound, movements or new images.</p> <p>Apparatus will be available to allow children to operate simple equipment for example remote controls and CD players. A computer will be used daily with the children and the children will learn that information can be retrieved from computers.</p> <p>The children will be able to draw on the interactive whiteboard available in their classroom daily using the pen provided.</p>	<p>Making relationships- To develop the children's making relationships development there will be various role-play opportunities set out daily within the provision and children will be encouraged to play within a group by demonstrating friendly behaviour, initiating conversations to allow them to form good relationships with peers and familiar adults.</p> <p>They will be encouraged to keep play going by responding to what others are saying or doing and offer cues to peers to allow them to join in.</p> <p>Self Confidence and Self Awareness- The children will be encouraged to select and use activities and resources within the classroom and to ask an adult for help if needed. Daily the children will have a circle to help build their confidence to talk to the other children about their own home and community. This time to talk within a whole class setting will hopefully give the children the confidence to be more outgoing towards unfamiliar people and more confident in new social situations. The children will be given lots of praise throughout the day and we will ensure the children welcome and values praise for what they have done.</p> <p>Managing feelings and behaviour – Within the daily circles a lot of work is done around feelings and turn taking. Each morning the children will complete their feelings chart to help develop their awareness of their own feelings and others'. They will learn that some actions and words can hurt others' feelings and what to do to help support others'. Within the provision the children will be encouraged to accept the needs of others, take turns and share resources and begin to understand that wishes may not always be met.</p>	<p>The children will be encouraged to independently dress, toilet and wash their hands and to express their feelings by telling an adult when they are hungry or tired or when they want to rest or play.</p> <p>They will begin to understand the effects of activity on their bodies through observation after a range of stimulating activity.</p> <p><b>Writing</b></p> <p>This half term the children will be encouraged to and will have the opportunity to mark make within their environment and we will be looking for meaning to marks as they draw and paint using a range of media. Children will discuss ascribes meanings to marks that they see in different places. Firstly the children will focus on name writing and then will develop to writing sounds learnt in phonics. The children will learn a sound a day in their phonics lesson. This half term the children will cover sounds in phase two. Phase two sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss. We will focus on the child's grip and use beads, playdoh and tweezers within the provision to help develop their fine motor skills. Daily the children will do dough disco to help strengthen their fine motor skills to help with pencil control.</p> 

### Communication and Language

Listening and Attention- The children till be listening to stories as a class and in small groups and will be as to recall. They will be asked to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Within the provision the children will be encouraged to listen to others one to one or in small groups. Daily the children will be given instructions to follow and the staff will be observing who can listen carefully to complete the task set.

Understanding – the children will have equipment within provision and we will be observing to see if they understand the use of objects. They will be given tasks to demonstrate the understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Daily the children will be given instructions to follow and the staff will be observing who can understand the instruction in order to complete the task set. Throughout the week the children will be asked a range of ‘why’ and ‘how’ questions to develop their understanding of answering open ended questions..

Speaking- Each day the children will be expected and encouraged to talk. They will be encouraged to use more complex sentences to link thoughts by using and, because and we will discuss the correct use of tenses. The children will be asked to retell simple past events in the correct order and explain what is happening and anticipate what might happen next, recall and relive past experiences. They will be encouraged to use intonation, rhythm and phrasing to make the meaning clear to others. Within the provision the children will be encourage to pretend that objects stand for something else in play, e.g, ‘This box is my castle.’ Questions will be around the provision daily and children will be asked and encouraged to ask why things happen and give explanations.



### Expressive Arts and Design

Exploring using media and materials. – Within the provision the children will have various construction materials available to begin to construct, stacking blocks vertically and horizontally, make enclosures and creating spaces and join construction pieces together to build and balance. There will be range of tools available and the children will learn to realise that tools can be used for a specific purpose. In art the children will explore colour and how colours can be changed and understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Whilst using a range of media and materials the children will be advocated to describe the texture. In music and PE the children will sing and dance to familiar songs and will be encouraged to move rhythmically and imitate movement in response to the music. They will explore and learn how sounds can be changed and will tap out simple repeated rhythms using their hands, objects and instruments.

Being Imaginative - The children will capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. They will be stimulated to develop preferences for forms of expression and in PE use movement to express feelings and create movement in response to music. The children will be encouraged to make up simple songs and rhythms and encouraged to sing to themselves. In the provision the children will be advocated to engage in imaginative role-play using available resources to create props to support role-play. Their play will often be based on own first-hand experiences and notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.