



EYFS Autumn 1 MTP overview 2023-2024		
Essential Question: How am I different?	EYFS: Autumn Term 1 23/24	Visit: As a class the children will walk to the local park to meet their class bear.
<p>Community Links: We will be holding a phonics session to help parents/carers understand how phonics is taught and discuss ways in which they can help support their child at home with reading and writing.</p>	<p>Enterprise Activity: We will be taking and selling 'First day at school' photographs.</p> <p>Moneywise: The pupils will learn how to recognise coins. The pupils will learn how to use money (coins, notes or cards).</p>	<p> Theme: All about me!</p> <p>The Colour Monster The Colour Monster Starts School</p> 
Key Learning	Key Learning	Key Learning
<p>Writing The children are exposed to writing through all our areas of provision promotes, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Children will learn that print carries meaning and in English, is read from left to right and top to bottom. The children will begin to mark make, using a dominant hand, starting at the left and imitating simple marks such as lines.</p> <p>Labelling: Children will draw and attempt to label a picture of their family. They will be given many opportunities to write labels, mostly CVC words that contain phonemes from current teaching of phonics. They will be encouraged to listen for initial sounds through playing games such as I-spy and 'What's in the box'.</p> <p>Phonics: Children will be using their phonic knowledge to hear and write initial sounds in words building up to hearing and writing middle and end sounds in order to spell simple CVC words.</p> <p>Name writing: Children will begin to trace over letters in their name, move on to copying their name and progress on to writing their name independently.</p> <p>Hand-writing: During phonics lessons children will be practising their letter formation using LW rhymes and mnemonics. Children will first trace over the grapheme and attempt to have a go themselves. They will use our four hand writing lines to learn how some letters are long, short and tall.</p>	<p>Reading The Colour Monster The Colour Monster starts school</p> <p>Phonics and home reading: Pupils are taught phonics daily through our Little Wandle Phonics Scheme, starting with Phase 2. To begin with children will bring home a home-school reading book which will consist of just pictures. Children are encouraged to share this book with parents/carers to re-tell the story using the pictures as prompts. At the end of the half term, children will be assessed on their phonic ability and bench marked accordingly. Children who pass Autumn 1 phonic assessment will be then given a book with words to read at home. Your child will also be sent home a 'reading for pleasure' book which is purely to develop your child's love of reading and stories, parents and carers are encouraged to read and share this book with their child. The 'reading for pleasure book will be changed weekly and sent home alongside children's home-school reading book. Each week, your child will also bring home a Little Wandle phonics homework sheet for your child to practise reading at home. We encourage children to read their 'home-school reading book' at least 3 times per week and return their book promptly each week along with their signed reading diary,</p> <p>Reading lessons: Children will read their 'home-school reading book' at school three times per week. These reading lessons enable your child to develop their phoneme recognition to be able to blend simple words.</p>	<p>Mathematics</p> <p>Number: Children will begin their journey of understanding place value by matching, sorting, and comparing objects and amounts. They will develop various counting principles such as one-one counting of objects, the stable order principle for reciting numbers to 10 and beyond, abstraction principle for counting things other than objects and the order-irrelevance principle for learning that no matter what order objects are counted the number will remain the same. They will start by looking at the composition of numbers 1, 2 and 3. They will learn how to represent these numbers using objects and how these numbers are made up of smaller numbers. Children will learn one more and one less within 3.</p> <p>Numerical Patterns: - exploring pattern: children will start by making simple patterns and being able to continue simple ABAB patterns.</p> <p>Measure: Children will compare size, mass and capacity learning key mathematical vocabulary such heavy, light, full, empty, small, large.</p> <p>Shape and Spatial thinking - Children will be encouraged to show an interest in shape and space by playing with 2D and 3D shapes or making arrangements with objects and showing awareness of similarities within their environment.</p>

<p><u>Communication and language</u></p> <p>Our themes, routines and environment promote high quality communication and language development. Children will be encouraged to ask questions and continue to group and whole-class discussion whenever possible. Outdoor learning lends itself to developing children's ability to communicate effectively with others. Teachers will support children with their communication and language by modelling new vocabulary linked to learning.</p> <p>Listening, attention and understanding: Children will learn how to show they are listening and understand why it is important to listen.</p> <p>Speaking: The children will be encouraged to speak clearly, so they can be understood by others. They will be encouraged to join in with repeated refrains and key phrases and use talk to organise themselves and their play. They will be exposed to new vocabulary through shared and modelled teaching.</p>	<p>Whole class text: Our whole class text this half term is The Colour Monster and The Colour Monster Goes to School. These stories will form the basis of a learning theme within the environment to develop children's love of stories and to create links to learning. Children will learn to read familiar words and signs such as their own name and advertising logos. They will begin to echo and join in with repetitive phrases and focus, respond and review the books that have been read to them or with them. The children will be asked to retell the story heard and verbally list events from the story, in simple sentences, using language related to sequence, beginning, middle, end, as well as, before and after. Throughout this term we will be focusing on the following reading skills:</p> <ul style="list-style-type: none"> • To understand print has meaning. • Can hold books the right way up and turn the pages. • Understand and use correctly, terms referring to conventions of print: book, cover, author, beginning, end, page, word, letter, line. • Can distinguish between a word, a letter and a space • Can point to a full stop in text. • Know to read from left to right, top to bottom and to only turn one page at a time. <p>Reading activities: Children will have opportunities to complete phonic based learning activities within continuous provision. Children will be encouraged to hear sounds in words, playing eye spy and 'what's in the box' games which will develop children's ability to blend CVC words.</p>	
<p><u>Understanding the World</u></p> <p>Past and Present: Discuss who is in their family and show some sense of their own history. Children will bring in photos of themselves as a baby and pictures of their families. The children will look at how they have changed over time and develop a simple timeline relating to growing.</p> <p>People, culture and communities: Notice similarities and differences between people, reflecting on differences positively. Practitioners will encourage children to talk about their own families and compare with each other's families. We will use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p> <p>The Natural World: The children will explore the natural world around them and 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. Children will learn about the season of Autumn looking for signs of change within the outdoor environment. The children will walk to our local park and as practitioners we will draw children's attention to the immediate environment and will familiarise the children with their immediate environment. After visiting the park, we will offer opportunities for the children to draw on their experience and talk about what they noticed along the way.</p>	<p><u>Character Education</u></p> <p>Autumn 1- Social</p> <p>Children will practice independence, resilience, and confidence as they start school. They will develop turn taking skills, manners and patience as they become more familiar with expectations within the setting. Children will form new friendships and develop communication skills during group activities and free-flow play. Children will be encouraged to forge new positive relationships with peers and adults as they start their first year at primary school.</p>	<p><u>Personal, Social and Emotional Development</u></p> <p>Self-regulation: The children will learn to follow the school rules and be able to talk about how rules help to keep them happy and safe. Be able to talk about their own feelings and make sense of how they feel, to help them manage their emotions. The Colour Monster story lends itself to children being able to talk about their emotions.</p> <p>Managing self: 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. They will begin to understand the effects of activity on their bodies through observation after a range of stimulating activities.</p> <p>Building relationships: Children will learn about what makes a good friend and will be encouraged to join in with a group of children who are playing. They will be encouraged to take turns, playing games which develop their ability to consider others whilst building healthy relationships.</p>

<p><u>Physical Development</u></p> <p>Gross motor: This half term the children will be undertaking dance lesson for their PE lesson, they will be focusing on rhythmic movement and perform a sequence of movements to music. During PE and within continuous provision both inside and in the outdoor environment 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. In the provision there will be the opportunity for the children to draw lines and circles using gross motor movements.</p> <p>Fine motor skills: The children will be given the opportunities to draw lines and circles using fine motor movements using a range of equipment on a variety of surfaces and use one-handed tools and equipment. Children will take part in daily handwriting sessions, Dough Disco and Squiggle While You Wiggle sessions. Children will take part in various fine-motor activities in continuous provision. They will be encouraged to use the tripod grip of 3 fingers when writing or picking up small objects. Squiggle time happens daily, whereby children use scarves and follow a repeated routine which encourages neurological and physiological development to be able to move and create marks.</p>	<p><u>Expressive Arts and Design</u></p> <p>Creating with materials Construction materials will be available for children to construct, and stack with to build and balance in our outdoor area. Children will use a range of tools to develop their creative skills. Children will paint a self-portrait and in doing so they will explore colour and how colours can be changed. They will develop their understanding of how to use lines to enclose a space and to draw simple pictures.</p> <p>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. Children will develop their imagination through small world and role play opportunities. Children will embark on our Island of Adventure outdoors, where they will be using their imagination to create their own imaginary play whilst being supported by adults who will scaffold children’s communication and language.</p>	<p><u>Music</u></p> <p>Children will sing daily and dance to familiar songs, they will move rhythmically and imitate movement in response to the music. Exploring sounds and rhythms using instruments, body percussion and sounds in the environment. Children will learn to sing Pat-A-Cake, 1, 2, 3, 4, 5 once I caught a fish alive, This Old Man and Five Little Ducks.</p> <p>1 2 3 4 5 Once I caught a fish alive</p> <p>This Old Man...</p> <p>5 Little ducks song</p> <p>Pat a Cake</p>
	<p><u>Religious Education</u></p> <p>This term we are focusing on the children settling into school life and becoming more familiar with each other and adults around them within the setting. They will gradually become more confident to express feelings and opinions and share information that is relatable to their lives. Children will be looking at the theme ‘All about me’ and we will be looking at and talking about our families.</p>	