



Year Group: EYFS

Term: Autumn One

Topic: Nursery Rhymes

Assessments) Development Matters: 3-4 statements Reception ELG

Subject	Learning
Core Story:	Nursery Rhymes: (<i>twinkle twinkle, 5 little ducks, Old Mac Donald had a farm, Humpty Dumpty, 5 men in a flying saucer, Baa Baa black sheep, Hickory dickory dock</i>).
Literacy: Comprehension Word Reading Writing	<ul style="list-style-type: none"> ● Understand print has meaning and can have different purposes (3-4) ● Spot and suggest rhymes (3-4) ● Engage in extended conversations about rhymes, learning new vocabulary (3-4). ● Count or clap syllables in a word (3-4) ● Recognise words with the same initial sound, such as money and mummy. (3-4) ● Read individual letters by saying a sound for them. (R) ● Understand the five key concepts about print; print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of the book, page sequencing. (3-4) ● Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page, write m for mummy. (3-4) ● Write some or all of their name correctly. (3-4)
Cross Curriculum Maths: Number Numerical Patterns	See Maths Medium Term Plan:
Communication and Language Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> ● Understand a question or instruction that has two parts, such as “Get your coat and wait by the door”. (3-4) ● Understand how to listen and why listening is important. (R) ● Sing a large repertoire of songs. (3-4) ● Know many rhymes (3-4) ● Learn new vocabulary (R) ● Listen carefully to rhymes and songs, paying attention to how they sound. (R) ● Learn rhymes and songs (R) ● Be able to talk about familiar books. (3-4) ● Engages in story times. (R) ● Listen to and talk about stories to build familiarity and understanding. (R) ● Use longer sentences of four to six words. (3-4)

	<ul style="list-style-type: none"> ● Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions (3-4) ● Use talk to organise themselves and their play (3-4) ● Develop social phrases (R)
<p>Physical Development: Gross Motor Skills</p> <p>Fine Motor Skills</p>	<ul style="list-style-type: none"> ● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ● Go up steps and stairs, or climb up apparatus, using alternate feet. ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Start taking part in some group activities which they make up for themselves, or in teams. ● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ● Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ● Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (3-4) ● Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing). (R) <ul style="list-style-type: none"> ● Use one-handed tools and equipment, for example, making snips in paper with scissors. ● Use a comfortable grip with good control when holding pens and pencils. ● Show a preference for a dominant hand. ● Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. ● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4) <ul style="list-style-type: none"> ● Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> ● Lining up and queuing ● Mealtimes ● Personal hygiene (R)
<p>Personal, Social and Emotional: Building Relationships</p> <p>Managing Self</p> <p>Self- Regulation</p>	<ul style="list-style-type: none"> ● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ● Develop their sense of responsibility and membership of a community. ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Show more confidence in new social situations. ● Play with one or more other children, extending and elaborating play ideas. ● Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Increasingly follow rules, understanding why they are important. ● Do not always need an adult to remind them of a rule. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts.

	<ul style="list-style-type: none"> • Talk about their feelings using words like ‘happy’, ‘sad’ • Begin to understand how others might be feeling. (3-4) • Build constructive and respectful relationships. (R)
<p>Expressive Arts and Design: Creating with materials</p> <p>Being imaginative and expressive</p>	<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3-4) <p>Create their own songs or improvise a song around one they know. Respond to what they have heard express their thoughts and feelings.</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. (R) <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4) • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (R) <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. (3-4) • Develop storylines in their pretend play
<p>Understanding of the world: Past and present</p> <p>People, Culture and communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Recognise that people have different beliefs and celebrate special times in different ways. <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things. • Plant seeds and care for growing plants. <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them
<p>Working Scientifically</p>	<p>Growing Area – planting bulbs and vegetables.</p>

	Observing – Sensory observations of plants around the school grounds, observing different types of bulbs. Predicting – what might happen?
British Values	Democracy: Sharing, taking turns Rule of Law: class rules Individual Liberty: celebrating our achievements Mutual Respect: different cultures and celebrating their festivals.
SMSC	Cultural : families, Moral : School and class rules, Social: making new friends and settling into school, Spiritual: festivals of other cultures.
Learning Outside The Classroom	Autumn Walk.
E-Safety	Pixl Session 1 – What is a device?