



<u>EYFS</u>	<u>Autumn Term:1</u>	<u>Enquiry Question: How are we the same or different?</u>		
	<u>Baseline</u>	<u>Essential vocabulary</u>	<u>3-4 years</u>	<u>Reception</u>
<u>Personal, Social and Emotional Development</u>	<p><u>Building relationships</u></p> <p>To know how to form good relationships and how to play in a group and join in.</p> <p>To know how to talk to different adults in the school forming good relationships.</p>	<p>Friends Sharing Taking turns playing</p>	<p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Show more confidence in new social setting.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Build constructive and respectful relationships.</p>
	<p><u>Self-regulation</u></p> <p>To know the class rules and why we should follow them.</p> <p>To know how to treat others with respect and how to share and take turns.</p>	<p>Feelings-happy, sad, worried, angry Rules Solve problems</p>	<p>Help to find solutions to conflicts and rivalries. For example accepting that not everyone can be Spiderman in the game and suggesting other ideas.</p> <p>Talk about their feelings using words like; happy, sad, angry or worried.</p>	<p>Express their feelings and consider the feelings of others.</p>
	<p><u>Managing self</u></p> <p>To know what resources they need to select to achieve a goal.</p> <p>To know they should talk to an adult when they want or need something.</p> <p>To know how to follow rules. To know why rules are important.</p>	<p>Select resources Rules Responsibility</p>	<p>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.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Manage their own needs.</p>



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<p><u>Communication and Language</u></p>	<p><u>Listening, attention and understanding</u></p> <p>To know how to respond appropriately to others.</p> <p>To know the need to listen carefully and how to join in with stories.</p> <p>To know that good concentration involves sitting sensibly through an activity.</p>	<p>Understand Questions-why, how, what, when, where?</p> <p>Listen Instructions</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts, such as 'get your coat and wait at the door?'</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>
	<p><u>Speaking</u></p> <p>To know the name of members of their family and say if they are the same or different.</p> <p>To know how to ask and answer questions about themselves and their family.</p> <p>To know autumn vocabulary to describe autumn and changes.</p> <p>To know the name of body parts and how our body works and the different roles our body takes.</p>	<p>Family</p> <p>Why, how, what, when, where</p> <p>Similar, same, different</p> <p>Autumn</p> <p>Leaves</p> <p>Brown</p> <p>Orange</p> <p>Yellow</p> <p>Parts of the body</p> <p>The 5 senses</p> <p>Heart, lungs, blood, muscles.</p>	<p>Use a wide range of vocabulary.</p> <p>Develop their communication but they may continue to have problems with irregular tenses and plurals, such as runned for ran, swimmmed for swam.</p> <p>Use longer sentences of four to six words.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p>

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<p><u>Physical Development</u></p>	<p><u>Gross motor skills</u></p>	<p>Movement Safety Travel Balance Skip Hop Roll Climb</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Revise and refine the fundamental movement skills they have already acquired-rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p>
	<p><u>Fine motor skills</u></p>	<p>Grip Hold Pencils Paintbrushes healthy foods Knife Fork Spoon Scissors Form Dress/undress</p>	<p>Use one handed tools and equipment for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Start to eat independently using a knife and fork.</p> <p>Show preference for a dominant hand.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools, pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>

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	To know how to brush their teeth and why this is important.			
<u>Literacy</u>	<u>Comprehension</u> To know how to listen to and recall stories.	Sequence Understanding Recall Re read Rhyme Alliteration	Engage in extended conversations about stories, learning new vocabulary. To recite poem, recognising rhyme and alliteration.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
	<u>Word reading</u> To be able to recognise their name. To know which sounds match with which letter. To know left and right. To know what rhyme means.	Name Letter formation, Sounds. Print Left/right Front cover Author Capital letters Full stop Illustrations Rhyme Syllables Word Initial sound Funny bones Acorns, autumn change.	Understand the five key concepts about print:- print has meaning - the names of the different parts of a book- print can have different purposes - page sequencing- we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother.	Read individual letters by saying sounds for them.
	<u>Writing</u> To know how to write their first name.	Name, Letter formation Print Lower case letters	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Form lower case and capital letters correctly.

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	<p>To know the difference between lower case and capital letters.</p> <p>To know the main parts of the body.</p>	<p>Capital letters Head, shoulders, legs, arms, stomach, elbow</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	
<u>Mathematics</u>	<p><u>Number</u></p> <p>To be able to recognise, count and order numbers 1-5.</p> <p>To know 1 more and 1 less up to 5.</p> <p>To know what addition and subtraction is and how to do this.</p>	<p>One, two, three, four, five Count Order 1 more, 1 less, add, subtract, altogether, how many left, total</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p>
	<p><u>Numerical Patterns</u></p> <p>To know the word for the position of an object.</p> <p>To know how to create a repeating patterns</p> <p>To know what 1 more and 1 less of a number up to 5.</p>	<p>Position 2D and 3 D Shape names Sides Corners Straight Flat Sides Mathematical problems</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and</p>	<p>Understand the one more/one less than relationship between consecutive numbers.</p> <p>Continue, copy and create</p>

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		<p>Copy Continue Repeat 1 more 1 less Fewer than More than First, then, next, second, third In front Behind Next to Under On top of</p>	<p>cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>repeating patterns.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
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<p><u>Understanding the World</u></p>	<p><u>Past and Present</u></p>	<p>Harvest festival Similarities Different</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Comment on images of familiar situations in the past.</p>
	<p><u>People, Culture and communities</u></p>	<p>Family Relatives Mum Dad Grandparents Brothers Sisters Auntie Uncle Step mum Step dad</p>	<p>Show interest in different occupations.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>
	<p><u>The Natural World</u></p>	<p>Senses-touch, smell, taste, sight, hear. Autumn Hedgehog Leaves Brown Orange Yellow Parts of the body Farmers Harvest</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/ or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Explore the natural world around them.</p>



<p><u>Expressive Arts and Design</u></p>	<p><u>Creating with materials</u></p> <p>To know how hold tools appropriately.</p> <p>To know how to colour mix.</p> <p>To know what a repeated pattern is.</p> <p>To know how to print.</p> <p>To know a range of ways to join different materials.</p>	<p>self-portrait Mixing Printing Painting Texture joining Halloween printing with fruit autumn leaves</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p>
	<p><u>Being imaginative and Expressive</u></p> <p>To know how to role play families.</p> <p>To know some songs about ourselves.</p>	<p>Rhythm Pretend Small world Role play Imagine</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Remember and sing entire songs.</p>	<p>Develop storylines in their pretend play.</p>

<u>Linked texts</u>	<u>Explicit SMSC</u>
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Starting school big book
Jakes First Day at School
Funny Bones
Jolly Postman
Jobs People Do
Colour Monster
If you're happy and you know it
We're going on a leaf hunt
Stick Man

Tolerance of different beliefs
Looking at how we are the same/different.
Taking turns, being kind, caring towards one another