

Amble First School

Early Years Planning

Term - Autumn 1

Topics covered: *What makes me special? How do you grow an enormous turnip?*

	Nursery - By the end of term the majority of children will be able to...	Reception By the end of term the majority of children will be able to...
<b>PSED</b>		
<b>Making Relationships</b>	Show an interest in others' play and start joining in • Seek out others to share experiences • Form a special friendship with another child	• Play in a group, extending play ideas, e.g. building up a role play activity with other children • Initiate play, offering cues to peers to join them • Keep play going by responding to what others are saying or doing • Demonstrate friendly behaviour forming good relationships with peers and familiar adults
<b>Self-Confidence and Self awareness</b>	Separate from main carer with support and encouragement from a familiar adult • Express own preferences and interests	Select and use activities and resources with help • Enjoy responsibility of carrying out small tasks, e.g. taking messages, the register bag • Talk to other children when playing and communicate freely about their own experiences
<b>Managing Feelings and Behaviour</b>	• Seek comfort from familiar adults when needed • Express their own feelings such as sad, happy, cross, cared or worried • Show awareness that some actions can hurt or harm others • Show understanding and cooperate with some boundaries and routines	Show awareness of own feelings and know that some actions and words can hurt others • Accept the needs of others, take turns and share resources
<b>Communication and Language</b>		
<b>Listening and Attention</b>	Recognise and respond to many familiar sounds, e.g. door knocks, aeroplane • Show an interest in play with	Listen to others, one to one or in small groups • Listen to stories with increasing attention and recall • Join in with

	sounds, songs and rhymes • Listen to stories with increasing attention and recall (5 minutes) • Follow simple directions	rhymes and repetitive stories • Follow simple directions
Understanding	Identify action words by pointing to the right picture, e.g. "Who's jumping?" • Understand more complex sentences, e.g., "Put your toys away and then we'll read a book" • Understand 'who', 'what', 'where' in simple questions (e.g. who's that / can? What's that? Where is?) • Understand simple concepts (e.g. big/little)	• Understand use of objects, e.g. "What do we use to cut things?" • Show understanding of vocabulary, 'on top', 'by carrying out the correct action' • Respond to simple instructions, e.g. to get or put away and objects.
Speaking	Hold a conversation, jumping from topic to topic • Learn new words rapidly and be able to use them in communicating • Use a variety of questions (e.g. what, where, who) • Use simple sentences (e.g. 'Mummy gonna work') • Use word endings (e.g. going, cats)	• Retell a simple past event in the correct order, e.g. walked across rope, jumped off • Use talk to explain what is happening and anticipate what might happen next • Question why things happen and give an explanation
<b>Physical Development</b>		
Moving and Handling	Run safely on their whole foot • Squat with steadiness to rest or play with an object on the ground, and rise to feet without using hands • Kick a large ball • Turn the page of a book, sometimes several at once • Show control in holding and using jugs to pour, books and mark-making tools • Use three fingers to hold writing tools (tripod grip) • Draw simple shapes such as circles and lines • Show a preference for a dominant hand	Move with confidence in a range of ways, e.g. slithering, sliding, and hopping • Negotiate space successfully adjusting speed and direction to avoid obstacles • Draw lines and circles using big and small movements • Use one handed tools and equipment, e.g. make snips in paper with child scissors • Hold pencil near the point between the first two fingers and thumb and use it with good control • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
Health and Self Care	Clearly communicate their need for the toilet • Help with clothing, e.g. put on a hat, zip a coat, take off a jumper/cardigan	• Observe the effect activity has on the body • Understand that equipment and tools have to be used safely
<b>Mathematics</b>		
Number	• Select a small given number of objects from a group when asked, for example, 'Please give me two' • Recite some number names in sequence • Make comparisons	Use number names and number language in their play • Recites numbers in order to 10 • Know that numbers identify how many objects are in a set • Begin to

	<ul style="list-style-type: none"> <li>between quantities</li> <li>Use some language of quantities, such as 'more' and 'a lot'</li> <li>Know that a group of things changes in quantity when something is added or taken away</li> </ul>	<ul style="list-style-type: none"> <li>represent numbers using fingers, marks on paper or pictures</li> <li>Match numeral and quantity correctly</li> <li>Compare two groups of objects, saying when they have the same number</li> <li>Separate a group of three or four objects in different ways recognising that the total is still the same</li> <li>Realise not only objects, but anything can be counted, including steps, claps or jumps</li> <li>Recognise numerals 0 to 10</li> </ul>
Shape, space and measure	<ul style="list-style-type: none"> <li>Notice simple shapes and patterns in pictures</li> <li>Categorise objects according to properties such as shape or size</li> <li>Use the language of size</li> <li>Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'</li> <li>Anticipate specific time based events such as mealtimes or home time</li> </ul>	<ul style="list-style-type: none"> <li>Show an interest in shape and space by playing with shapes and making arrangements with objects.</li> <li>Show awareness of similarities of shapes in the environment, e.g. recognising the Abbey clock face is a circle</li> <li>Use positional language, e.g. under, over, in front, behind</li> <li>Show interest in shape by building with a variety of construction kits</li> <li>Begin to talk about the shapes of everyday objects, e.g. round, tall</li> </ul>
<b>Literacy</b>		
Reading	<ul style="list-style-type: none"> <li>Identify some favourite stories, rhymes, songs or jingles</li> <li>Repeat words or phrases from familiar stories</li> <li>Fill in the missing word in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a..'</li> </ul>	<ul style="list-style-type: none"> <li>Be well on their way to recognising the 42 sounds taught as part of the Read, Write Inc. Phonics Programme. These sounds will be re-capped during the spring term</li> <li>Know how to handle books carefully both in the book corner and those they take home with them</li> <li>Be aware of the way stories are structured</li> <li>Describe main story settings, events and main characters</li> <li>Recognise names, familiar words and signs</li> <li>Some children will begin to read simple CVC words by blending</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Distinguish between the different marks they make</li> </ul>	<ul style="list-style-type: none"> <li>Should be able to write their first name forming the letters correctly</li> <li>Give meaning to marks they make as they draw, write and paint</li> </ul>
<b>Understanding of the world</b>		
The World	<ul style="list-style-type: none"> <li>Enjoy playing with small-world models such as a farm, a garage or a train track</li> <li>Notice detailed features of</li> </ul>	<ul style="list-style-type: none"> <li>Develop geographical language, town, road, path to describe their local environment</li> <li>Identify local</li> </ul>

	objects in their environment	features in and around Amble, include some of these features in a simple map • Examine changes over time; growing potatoes, harvesting, cooking and eating soup • Build a city, town, village from a range of construction materials
Technology	Acquire basic skills in turning on and operating some Computing equipment, e.g. Storyphones • Operate mechanical toys, e.g. turns a knob on a wind-up toy or pulls back on a friction car	• To select apps on the iPads • Select an icon and double click on it • Use the mouse with some control
People and Communities	Have a sense of their own immediate family and relations • In pretend play, imitate everyday actions and events from their own family and cultural background, e.g. making and drinking tea • Have their own friends • Learn that they have similarities and differences that connect them to, and distinguish them from others	Show an interest in the lives of people who are familiar to them • Remember and talk about significant events in their own experience • Recognise and describe special times or events for family or friends • Know some of the things that make them unique and talk about similarities and differences in relation to friends or family • Say their name, greetings and feelings in Spanish
<b>Expressive arts and design</b>		
Using media and materials	Join in singing favourite songs • Create sounds by banging, shaking, tapping or blowing • Show an interest in the way musical instruments sound • Experiment with blocks, colours and marks	Join in with dance and circle games • Sing a few familiar songs • Begin to move rhythmically • Tap out repeated rhythms • Uses various construction materials
Being imaginative	Use representation to communicate, e.g. drawing a line and saying 'That's me' • Begin to use make-believe by pretending	Use movement to express feelings • Create movement in response to music • Use available resources to create props for use in role play