



## EYFS AREA OF LEARNING : COMMUNICATION AND LANGUAGE



### AUT 1A

ENQUIRY QUESTION: F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?

#### Development matters links – CL

**0-3 years** Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice Listen and respond to a simple instruction Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking' • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye bye.' Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

**3-4 years** Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts • Understand 'why' questions • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play

**Reception child** Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they

sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • **Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.**

### ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and forth exchanges with their teachers and peers.

### ELG: Speaking

- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	KNOWLEDGE	ACTIVITIES LINKED TO CLL (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p><b>I know and can start to develop conversation, often jumping from topic to topic.</b></p> <p><b>I know and can use a wide range of vocabulary to describe myself.</b></p> <p><b>I know and understand simple questions about 'who', 'what' linked to ourselves and the senses.</b></p>	<p>Aim to encourage children to use sentences of 4-6 words through a variety of spoken activities:-</p> <p>Children to answer the enquiry question: Who am I? ( What do I look like?/ What do I like doing? Who is in my family?) Teacher scribe ideas and display on working wall.</p> <p>Pass a listening bear and finish linked sentence starters e.g "My name is... and I can..."</p> <p>Tape voices-saying what I like to show how they are special and to listen to speech</p> <p>Use iPad to record/describe themselves and paying attention to peers and describing their features</p> <p>Respond to a variety of sensory experiences using sight, smell, vision, hearing and taste through a range of activities linked to ourselves and to</p>	<p><b>Family, special senses, seasons</b></p>	<p><u>Playing and Exploring</u></p> <p>-Using senses to explore the world around them</p> <p>-Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a can do attitude</p> <p><u>Active Learning</u></p> <p>-Pays attention to details</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p>	<p><u>Skills:</u></p> <p>Active listening</p> <p>-Use more complex sentences to link thoughts</p> <p>-Begin to understand how and why questions</p> <p>-Use my prior knowledge and make links</p> <p><u>Other skills:</u></p>

	<p><b>I know and can use 4-6 words in a sentence.</b></p> <p><b>I know and can pay attention to more than one thing at a time.</b></p>	<p>talk about these. Answer who, what and where questions.</p> <p><b><u>CULTURAL CAPITAL</u></b>-1:1/ small group sharing of 'Senses' non-fiction book and curiosity items to describe.</p> <p><b><u>CHALLENGE</u></b>-Encouraging explanations and how/why questions</p> <p><b><u>SEN/LAP/DISAD</u></b>-Use of sensory trolley to explore range of items using senses.</p> <p>-Peer buddy to support with vocabulary and engagement. -Taking I pad photos and videos of each other exploring using senses.</p> <p><b><u>REVISITING AND BUILDING ON</u></b></p> <p>Beginning to look at similarities and difference between seasons and describe these using rich vocabulary</p> <p>Possibility questioning – How?.... Tell me about...?</p> <p>Serve and return conversations with a wider range of connectives.</p>			<p>-Observational skills</p> <p>-I pad skills and mouse control</p> <p>-Pencil control</p> <p><b>Application:</b> In context of 'Who am I?' learning and child initiated learning</p>
<b>F2</b>	<p><b>I know and can understand how to listen carefully and why listening is important.</b></p> <p><b>I know and can give 2 reasons why it is good to be me, by articulating my ideas and thoughts in well-formed sentences.</b></p> <p><b>I know about, can name and describe a range of feelings by using new vocabulary in different contexts.</b></p>	<p>-Class brainstorm of prior knowledge-children answer the enquiry question: Why is it good to be me? Teacher scribe ideas and display on working wall.</p> <p>-Show and Tell-understand how to listen carefully and why listening is important whilst telling my news or talk about an item from home and explain. I can ask and answer a range of questions to find out more information.</p> <p>-Circle time-name and describe my favourite activity at school and give reasons, by connecting one idea or action to another using a range of connectives.</p> <p>-Self-portrait- I can link my ideas using 'and' or 'because' whilst talking about what I am good at and why.</p> <p>-I can explain why it is good to be me and how I am the same / different</p>	<p><b>Similarities, differences, because, favourite</b></p>	<p><b><u>Playing and Exploring</u></b></p> <p>--Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a can do attitude</p> <p><b><u>Active Learning</u></b></p> <p>-Pays attention to details</p> <p>-Showing a belief that more effort or a different approach will pay off.</p>	<p><b>Skills:</b></p> <p>- Active listening and responding to what he/she hears with relevant comments and questions or actions</p> <p>-To use and understand a range of questions</p> <p>-To use sequencing</p>

	<p><b>Listen to and talk about stories to build familiarity and understanding.</b></p> <p><b>I know how to express my viewpoint when I debate my favourite Oliver Jeffers book with peers.</b></p> <p><b>I know and can ask questions to find out more and to check I understand what has been said to me.</b></p> <p><b>I know and can talk about how I am the same and different to another person by connecting one idea or action to another, using a range of connectives.</b></p> <p><b>I know that there are different types of families by listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p>	<p>to others.</p> <p>-Author focus-Listen to and talk about Oliver Jeffer's stories to build familiarity and understanding. Identify, talk about and explain my favourite part of an Oliver Jeffers' story book.</p> <p><b><u>CC: 1:1 Story sharing of Oliver Jeffers books pre and post</u></b></p> <p>-Compare 2 books by Oliver Jeffers-comparing and justifying favourite book</p> <p><b><u>CHALLENGE</u></b>- Interview peers about their favourite Oliver Jeffers' book and use button recorders.</p> <p><b><u>SEN/LAP/DISAD</u></b></p> <p>-Photos from home to base self- portraits on and encourage conversations /similarities and differences.</p>		<p><b><u>Creating and critical thinking</u></b></p> <p>-Thinking of ideas</p> <p>-Finding new ways to do things</p> <p>-Making links</p>	<p>language in a range of contexts</p> <p>-Make links between my prior and present knowledge</p> <p><b><u>Other skills:</u></b></p> <p>-Finer detailed observational skills</p> <p>-Colour mixing</p> <p>-Understand and apply the concept of similarities and differences</p> <p><b><u>Application:</u></b> In context of 'Why is it good to be me?' learning and child initiated learning</p>
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## **Sticky Knowledge Observations**

Communication and language activities for observation and assessment of skills, knowledge and application.

F1-Provocation:Unknown fruits to taste and experience – listening to use of language and sentences/ connectives used. Future and past tenses.

F2- P4C discussion based upon feely bag objects representing interests e.g. football, ballet shoe/book about hobbies for everyone.

**Development matters outcomes**

**Around the age of 3**

- can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

**Around the age of 4**

- Is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?
- Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.
- Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?
- Can the child answer simple ‘why’ questions?

**CHILDREN’S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

- Proud Clouds
- Parent drop in sessions
- Parent’s evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs
- Wow moments
- Autumn 1A F2 home learning grids linked to the topic
- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop



## EYFS AREA OF LEARNING : PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT



### AUT 1A

ENQUIRY QUESTION: F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?

*See Whole school EYFS 1 Decision PSHE overview for EYFS and relevant lesson planning – specific linked lessons*

#### **Development matters links**

**0-3 years** - • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently.

**3-4 years** - 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. • 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. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs. e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

**Reception child** - See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

#### ELG: Self-Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately, even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

#### ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### ELG: Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

	KNOWLEDGE	ACTIVITIES LINKED TO PSED (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
<b>F1</b>	<p><b>I know how to develop friendships by entering play with other children.</b></p> <p><b>I know how to talk about my feelings using words like 'happy', 'sad,' 'angry,' and 'worried.'</b></p> <p><b>I notice and ask questions about differences, such as skin</b></p>	<p>-Circle time-pass listening bear, talk about ourselves and our feelings by finishing the sentence starter "My name is... and I feel... "</p> <p>-Role play- build up role play activity with other children in our 'hairdressers' role play area and the Home corner</p> <p>-Being special-Tape our voices- saying what I look like and what makes me special.</p> <p>-Read a range of books celebrating being special e.g. Mister Seahorse by Eric Carle, The 'Different Dragon' by Jennifer Bryan, 'Be Who you Are' by Jennifer Carr, 'Free to be ... You and Me' by Marlo Thomas &amp; 'Together' by Jane Simmons, expressing own feelings linked to stories and relating to own experiences.</p> <p>-I-pad photo selfies- Taking I pad photos and videos of each other</p>	<b>Name, special, describe, senses</b>	<p><u>Playing and Exploring</u></p> <p>-Using senses to explore the world around them</p> <p>-Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a 'can do' attitude</p> <p><u>Active Learning</u></p> <p>-Pays attention to details</p>	<p><u>Skills:</u></p> <p>Social interaction skills</p> <p>Speaking skills</p> <p>-Use more complex sentences to link thoughts</p> <p>-Begin to understand how and why</p>

	<p>colour, types of hair, gender etc.</p> <p>I know about and can be more independent in meeting my brushing teeth needs.</p>	<p>exploring using senses and noticing/asking questions about differences in appearance with peers. Enjoy observing own features and describe them. -Sensory experiences-using sight, smell, vision, hearing and taste through a range of activities. -Travel, pair share (Kagan)-Noticing and commenting upon a partners positive feature-taking turns. -Dental Health workshop-Dentist to visit and F1 and 2 children learn about dental health and how to look after their teeth. Take part in related activities and take toothpaste and brushes home with leaflets.</p> <p><u>CC</u>-1:1/ small group sharing of 'Senses' non-fiction book and curiosity items to describe.</p> <p><u>CHALLENGE</u>- Encouraging explanations and how/why questions. <u>SEN/LAP/DISAD</u>--Use of sensory trolley -Peer buddy to support with vocabulary and engagement. -</p> <p><u>REVISITING AND BUILDING ON</u></p> <p>-Encouragement to consider the feelings of different character's in the stories and of peers in the setting.</p> <p>-Consider positive differences between people in pictures, moving towards similarities and differences.</p>	<p>Tooth, brush, toothpaste</p>	<p><u>Creating and critical thinking</u> -Thinking of ideas</p>	<p>questions -Use my prior knowledge and make links</p> <p><u>Other skills:</u> -Observational skills -I pad skills and mouse control -Pencil control</p> <p><u>Application:</u> In context of 'Who am I?' learning and child initiated learning</p>
F2	<p>I know that I have a range of interests and abilities, which I am good at, seeing myself as a valuable individual.</p> <p>I know that I can get better at an activity by practising.</p> <p>I know that I have some</p>	<p>-Introduce self in Brown Bear name song. -Circle time-experiences and interests during summer holidays -pass the bear and tell class : 'I enjoyed... and/because.....' -Rights and Responsibilities P4C actions introduced for offering ideas, building upon an idea and I agree. -Read 'Born Free' then discuss class rules, behavioural expectations and create class charter to sign, considering own and other people's feelings (<b>British Values</b>). -Talk about favourite activity at school and draw/write about it on Proforma sheet-1 to share at home and 1 for journal.</p>	<p>Favourite, hobbies, Interests, pair, share, similarities, differences</p>	<p><u>Playing and Exploring</u> -Showing particular interests -Representing their experiences in their play -Seeking challenge <u>Active Learning</u> -Shows high levels of fascination -Persists with</p>	<p><u>Skills:</u> -Developing confidence and interpersonal skills -Making links between my prior and present knowledge -Explaining</p>



	<p><b>rights and responsibilities and know how to express my own feelings and consider the feelings and perspectives of others.</b></p> <p><b>I know that my interests and abilities may differ to someone else's.</b></p> <p><b>I know how to ask a range of questions to find out more information about someone's interests and abilities.</b></p> <p><b>I know and talk about the different factors that support my overall health and wellbeing; toothbrushing.</b></p>	<p>-Talk about 'Why it is good to be me.' During and after self-portrait painting-interests and hobbies? Talking partners? Practise and persevering qualities.</p> <p>-'Its Okay to be Different' by Todd Parr-look at Smart board story and use P4C discussions and talking partners to discuss differences between themselves in terms of appearance, interests, families and friends</p> <p>-Read a range of gender identity books e.g King and King/Mommy, Mama and Me.</p> <p>-Show and Tell sessions-children explaining interests followed by asking /answering questions. Talk about practising and never giving up.</p> <p>-Travel, pair, share (Kagan)-Thumb up to start to talk-When the music stops find a partner and ask each other about their interests and abilities.</p> <p>-Dental Health workshop-Dentist to visit and F1 and 2 children learn about dental health and how to look after their teeth. Take part in related activities and take toothpaste and brushes home with leaflets.</p> <p><b>CC:</b> Small group discussion about Hobbies/books and encouragement to talk about the different shoes in the role play shoe shop e.g football, ballet, flippers.</p> <p><b>CHALLENGE-</b> Explain to class how he/she has similar interests and abilities to...but how these are different to.....</p> <p><b>SEN/LAP/DISAD</b> -Pictures and objects relating to hobbies and interests with Victor Vocabulary word bank created.</p>	<p><b>Tooth, teeth, brushing, toothpaste, decay</b></p>	<p>activity when challenges occur</p> <p><u>Creating and critical thinking</u></p> <p>-Thinking of ideas</p> <p>-Making links</p> <p>-Planning and making decisions on how to approach a task or reach a goal</p>	<p>ideas using 'and' 'because.'</p> <p><u>Other skills:</u></p> <p>-Colour mixing</p> <p>-</p> <p>Understanding and applying the concept of similarities and differences</p> <p><u>Application:</u> In context of 'Why is it good to be me?' adult focus and child initiated learning within the continuous and enhanced provision.</p>
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## Sticky Knowledge Observation

P.S.E.D. activities for observation and assessment of skills, knowledge and application.

F1-Provocation: introduce new resources/ curiosity items into the 'home corner' and 'hairdressers' role play area. Observe how children select/use resources and play with their peers.

F2- Provocation: Place hobby/interest linked items in and around the shoe shop-including ballet shoes, tap and football boots etc and other dance/sport clothing and medals/trophies. Observe and record children's talk and interactions.

### **Development matters outcomes**

#### **Around the age of 3**

- Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?

#### **Around the age of 4**

- Does the child play alongside others or do they always want to play alone?
- Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)
- Does the child take part in other pretend play with different roles – being the Gruffalo, for example?
- Can the child generally negotiate solutions to conflicts in their play?

**Note:** *watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.*

### **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

- Proud Clouds
- Parent drop in sessions
- Parent's evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs
- Wow moments
- Autumn 1A F2 home learning grids linked to the topic

- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop
- Phonics parent/carers workshop



## EYFS AREA OF LEARNING : PHYSICAL DEVELOPMENT



### AUT 1A

ENQUIRY QUESTION: F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?

#### Development matters links

**0-3 years** -Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools.

**3-4 years** - 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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • 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. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • 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.

**Reception child** - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • **Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.** • **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.** • **Combine different movements with ease and fluency.** • **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.** • **Develop overall body-strength, balance, co-ordination and agility.** • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

#### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

	KNOWLEDGE	ACTIVITIES LINKED TO PD (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
<b>F1</b>	<p><b>I know how to use large and small motor skills to do things independently.</b></p> <p><b>I can gradually gain control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</b></p> <p><b>I know how to use one-</b></p>	<p>-Funky Fingers activities E.g. Using tweezers, pegs and tongs to pick up small objects Baking activities/ playing instruments/painting</p> <p>-Use child scissors to snip wool and paper to enhance a self-portrait /seasonal collage</p> <p>-Practice holding a pencil between thumb and 2 fingers using a plastic pencil grip Use name card to copy letters from name onto pictures</p> <p>-Use paint brush/ water and chalk to make mark using gross-motor movements outdoors Follow the Leader (moving confidently in different ways, such as rolling.</p>	<p><b>Snip, grip, obstacle course</b></p>	<p><u>Playing and Exploring</u> -Using senses to explore the world around them -seeking challenge -showing a 'can do' attitude</p> <p><u>Active Learning</u> -Pays attention to details</p> <p><u>Creating and</u></p>	<p><u>Skills:</u> -fine motor skills -gross motor skills -Active listening to follow instructions -Using my prior knowledge and making links</p>

	<p><b>handed tools and equipment.</b></p> <p><b>I can use a comfortable grip with good control when holding pens and pencils.</b></p> <p><b>I know how to use large-muscle movements to wave flags and streamers, paint and make marks.</b></p>	<p>Waving running, jumping, crawling and hopping etc.) -Create an obstacle course outdoors and motivate children to experiment with different ways of moving around the course- rolling, crawling, sliding and walking</p> <p><b>CC- Opportunity for using one handed equipment/ utensils in regular baking sessions</b></p> <p><b>CHALLENGE-</b> use child scissors to practice cutting skills along straight lines, wavy lines, zigzags and around shapes</p> <p><b>SEN/LAP/DISAD-</b> Opportunity to use different one handed tools -Use child scissors to practice snipping and simple cutting skills -Use a paintbrush freely</p>		<p><u>critical thinking</u> -Thinking of ideas -finding new ways of doing things</p>	<p><u>Other skills:</u> -co-ordination skills -Pencil control</p> <p><u>Application:</u> In context of 'Who am I?' learning and child initiated learning</p>
<b>F2</b>	<p><b>I know how to use a range of tools competently, safely and confidently (e.g pencils, paintbrushes, scissors, knives, forks and spoons) to paint a self-portrait and cut along lines.</b></p> <p><b>Use a comfortable grip with good control when holding pens and pencils.</b></p> <p><b>Use their core muscle strength to achieve a</b></p>	<p><u>Funky Fingers activities</u> E.g. Screwing nuts and bolts, running stitch on sewing cards, using tweezers to transport small beads, playdough. -<u>Cutting along lines</u> using child scissors and in child initiated use of the Studio Space in provision. -<u>Painting self and portraits</u> using smaller paintbrushes. -<u>Pencil control sheets</u> following different shaped lines. -<u>Practise perfect handwriting position (RWInc)</u> including pencil grip, angle of paper, plus other hand to steady paper.</p> <p>-<u>Practise letter formation in their groups (RWInc)</u> E.g all anti clockwise letter-a,d.</p> <p>-<u>Name practise</u></p>	<p><b>Cutting, anti-clockwise, perfect handwriting position, detail</b></p>	<p><u>Playing and Exploring</u> -Seeking challenge -Showing a 'can do' attitude -Taking a risk and learning by trial and error</p> <p><u>Active Learning</u> -Pays attention to details -Persisting with activity when challenges occur</p>	<p><u>Skills:</u> -further developed fine motor skills -further developed gross motor skills -Active listening and understanding to follow 2 and more consecutive instructions</p>

<p>good posture when sitting at a table or sitting on the floor, using the perfect handwriting position.</p> <p>Show a preference for a dominant hand.</p> <p>I know how to control my pencil to follow different lines.</p> <p>I know that I need to develop independence in dressing and undressing by practising e.g coats and zips, dressing up and P.E sessions.</p> <p>I can develop overall body-strength, balance, co-ordination and agility.</p> <p>I know how to move in a range of ways.</p> <p>I can move around and onto equipment.</p> <p>I can move under and onto equipment.</p> <p>I can move over and onto equipment.</p>	<p>To copy name from card.</p> <p>-Create a paper plane (The Great Paper Caper Story)</p> <p>-Outdoor obstacle course</p> <p>Children create it to experiment with different ways of moving around the course- running, crawling, sliding and hopping.</p> <p><b><u>-Weekly P.E sessions- Gymnastics- Gym in the Jungle /Apparatus</u></b></p> <p>-Getting undressed and dressed before P.E session.</p> <p><b><u>CC-</u></b> Play dough disco in class, with adult extra encouragement to follow the moves.</p> <p><b><u>CHALLENGE-</u></b> Cut different pieces of card whilst creating on the Studio Space.</p> <p><b><u>SEN/LAP/DISAD-</u></b></p> <p>Extra 1:1 scissor handling support and small group letter formation intervention.</p> <p>Extra support dressing and undressing.</p> <p>CIP visual timetable for toilet use</p>		<p><u>Creating and critical thinking</u></p> <p>-Being proud how they accomplished something not just the end result</p>	<p>-Using my prior knowledge and making links</p> <p><u>Other skills:</u></p> <p>-further developed co-ordination skills</p> <p>-further developed pencil control</p> <p><u>Application:</u></p> <p>In context of 'Why is it good to be me?' learning and child initiated learning</p>
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	<p>I can move through and onto equipment.</p> <p>I can combine movements together while negotiating different equipment.</p>				
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### Sticky Knowledge Observations

Physical Development activities for observation and assessment of skills, knowledge and application.

**F1-** Fine motor challenge - Cut paper with child scissors

Gross motor challenge- Play 'Follow the Leader' and assess ability to move with confidence in a range of ways, such as slithering, shuffling, rolling, jumping, skipping, hopping etc.

**F2-** Fine motor challenge – Writing own name with or without name card. Assess letter formation-anti-clockwise and vertical lines

Gross motor challenge- On Apparatus-Can you travel in 2/3 different ways on the small and large apparatus?

**See linked statements in EYFS Val Sabin Curriculum**

### CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Proud Clouds

-Parent drop in sessions

- Parent's evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs
- Wow moments
- Autumn 1A F2 home learning grids linked to the topic
- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop
- Phonics parent/carers workshop



## EYFS AREA OF LEARNING : LITERACY

### AUT 1A



ENQUIRY QUESTION: F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?

*(Running alongside a daily phonics programme, RWInc. (FS2) and Helicopter stories/Poetry Basket Learning)*

#### **Development matters links – Literacy**

##### **0-3 years**

Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.

##### **3-4 years**

**Reading** -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 • Engage in extended conversations about stories, learning new vocabulary



**Writing** - 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; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

#### Reception child

**Reading** - Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

**Writing** - Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

#### ELG: Comprehension

- Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate-where appropriate-key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

	KNOWLEDGE	ACTIVITIES LINKED TO LITERACY (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	I know my favourite book and can seek it out, to share with an adult, with another child, or to look at alone.	<p>-Talk about 'The Very Hungry Caterpillar' being the teacher's favourite story book. Discuss favourite books-talking partners.</p> <p>-Look at the front cover-predict what this book could be about. How do you know? Point to author/name and the job they do.</p> <p>-Anticipate and join in with repeated phrases and predict at certain points in the texts:" What might come next?</p>	Story, title, next, beginning, end	<p>Playing and Exploring</p> <p>-Using senses to explore the world around them</p> <p>-engaging in open-ended activity</p>	<p>Skills:</p> <p>Active listening</p> <p>-Use more complex sentences to</p>

	<p><b>I know where the title and blurb are located on a book.</b></p> <p><b>I can repeat words and phrases from familiar stories.</b></p> <p><b>I can understand key concepts of print- the names of the different parts of a book.</b></p> <p><b>I know that the person who has written the book has their name on the front cover of the book.</b></p> <p><b>I know that my drawings, paintings and other mark making convey meaning.</b></p> <p><b>I know at least 1 'Poetry Basket' action poem off by heart.</b></p>	<p>Engage in extended conversations about the beginning, middle and end of stories with a learning partner, learning new vocabulary.</p> <p>-Focus on names-form letters in name correctly using pens, paints and sand</p> <p><b>Texts:</b>  <b>'The Very Hungry Caterpillar.'</b>  <b>'Brown Bear, Brown Bear, What do I see?'</b>  <b>'Polar Bear, Polar Bear, What do I hear?'</b>  <b>'The Tiny Seed'</b>  <b>'10 Little Rubber Ducks'</b>  <b>'The Mixed Up Chameleon'</b>  <b>'Rosie's Walk'</b>  <b>'Peace at Last' with a weekly 'BOOK OF THE WEEK' DISPLAY</b> linked to focus author: Eric Carle.</p> <p><b><u>Home corner role play area and writing frames</u></b></p> <p><b><u>-Child initiated writing in and outdoors (Fiction and Non-Fiction)</u></b></p> <p><u>Helicopter Stories-</u>  Children's stories scribed and acted out with class on the day created, contributing to child's Helicopter Story book along with any other child initiated linked writing.</p> <p><u>Non-fiction books</u>  Linked to 'Who am I?' plus topics shown interest in by children.</p> <p><u>Poetry Texts-</u>  <b>'My Village: Rhymes from Around the World' by Danielle Wright</b>  -with linked role-play and drawing/writing responses.</p> <p><u>Poetry Basket-</u>  'The Poetry Basket' laminated Class book  -Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank off learnt/off by heart poems to recite and present.</p>		<p>-Showing particular interests  -Initiating activities.  -Showing a 'can do' attitude  <u>Active learning</u>  -Pays attention to details  <u>Creating and critical thinking</u>  -Thinking of ideas</p>	<p>link thoughts  -Use my prior knowledge and make links</p> <p><u>Other skills:</u></p> <p>-Pencil control</p> <p><u>Application:</u> In context of 'Who am I?' learning and child initiated learning</p>
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		<p><b>CC</b></p> <ul style="list-style-type: none"> <li>1:1/ small group sharing of story sacks and non-fiction books/curiosity items to describe, which are linked to aspects in the above fiction that the child is less familiar with.</li> <li>Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart)</li> </ul> <p><b>CHALLENGE</b>- Add more detail into pictures and drawings, using knowledge of books shared to create story ideas.</p> <p><b>SEN/LAP/DISAD</b>- Peer buddy to support with vocabulary and engagement plus visual prompts and encouragement to use puppets to act out parts of stories.</p>			
<b>F2</b>	<p><b>I know that print can have different purposes.</b></p> <p><b>I know how to read individual letters by saying the sounds for them.</b></p> <p><b>I know how to blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</b></p> <p><b>I know that pages are in sequence.</b></p> <p><b>I know that we read English text from left to</b></p>	<p>-Daily RWInc session (reading and writing)</p> <p>-Starting School non-fiction book Name and write about my favourite activity at school.</p> <p>-Class brainstorm Teacher model writing children's responses to enquiry question.</p> <p>Texts: <u>Termly Author Focus books by Oliver Jeffers:</u></p> <ul style="list-style-type: none"> <li>How to Catch a Star</li> <li>The Great Paper Caper,</li> <li>Lost and Found.</li> </ul> <p><u>'BOOKS OF THE WEEK' DISPLAY</u> linked to focus author: Oliver Jeffers.</p> <p><u>'Starting School'</u> fiction and non-fiction books, focusing on how it relates to own experiences, hearing initial letter sounds.</p> <p><u>Book Talk</u> Reading the title, author's name and illustrator's name. listen to the blurb for all books read. When discussing the books, predict and refer to Victor Vocabulary, Rex Retriever, Igg Inference to aid reading</p>	<p><b>Fiction, author/ess, blurb, predict, speech bubble</b></p>	<p><u>Playing and Exploring</u> -Acting out experiences with other people -Seeking challenge -Taking a risk and engaging in new experiences <u>Active learning</u> -Maintains focus on activity for a period of time -Pays attention to details <u>Creating and critical thinking</u> -Making links in their experiences -Making predictions -Check how well their activities are</p>	<p><u>Skills:</u> Active listening and understanding -Further extend conversation and discussion skills -Use prior knowledge and make links Hear and say initial letter sounds -Link some phonemes to graphemes -Start to verbally blend and spell cvc words -Start to</p>

<p><b>right and from top to bottom.</b></p> <p><b>I know what job an author/ess and illustrator does.</b></p> <p><b>I know the titles of 3 Oliver Jeffers' books.</b></p> <p><b>I know the meaning of the vocabulary: 'setting,' 'characters' and 'storyline' in the context of an Oliver Jeffers' story book.</b></p> <p><b>I know how to talk about my favourite part of a story and say why I like it.</b></p> <p><b>I know my favourite Oliver Jeffers' story out of a choice of 2.</b></p> <p><b>I know that a letter symbol represents a sound.</b></p> <p><b>I know that words have an initial sound.</b></p> <p><b>I know how to use some print and letter knowledge in my early</b></p>	<p>skills/comprehension.</p> <p><u>'How to Catch a Star'</u></p> <ul style="list-style-type: none"> <li>• Reading aloud the story, highlighting initial letters e.g <u>s</u>tar.</li> <li>• Circle time-choosing favourite part and giving reasons around circle.</li> <li>• Drawing and writing about favourite part, hearing, saying and writing initial letters of words.</li> </ul> <p><u>'The Great Paper Caper '</u></p> <ul style="list-style-type: none"> <li>• Read, predict events and talk about setting, characters and storyline.</li> <li>• Retell story around the circle.</li> <li>• Teacher modelling and pupils write an invitation to the bear inviting him to come to our Early Years Paper Plane competition (LINKED PROVOCATION BY TREES IN OUTDOOR ENHANCED PROVISION).</li> <li>• Hold the F1 and 2 Paper Plane competition.</li> <li>• Drama-freeze frames to explore character's feelings/act out using speech and thinking bubbles.</li> <li>• P4C discussion about paper making and issues /importance of trees and the environment-watch video clips of paper making and forest renewal.</li> <li>• -Voting for favourite Oliver Jeffers' book</li> </ul> <p><u>'So Much' (Messages)</u></p> <ul style="list-style-type: none"> <li>• In response to provocation-Daddy's present has accidentally come to school-children write messages to him to explain.</li> </ul> <p><u>-Home corner role play area and writing frames</u></p> <p><u>-Child initiated writing in and outdoors (Fiction and Non-Fiction)</u></p> <p><u>'Lost and Found '</u></p>			<p>going</p>	<p>record all dominant letters heard in words</p> <p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>-Pencil control.</li> <li>Grip and letter formation</li> <li>-PSED and empathy for character's feelings</li> </ul> <p><u>Application:</u> In context of 'Why is it good to be me?' learning and child initiated learning</p>
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	<p><b>writing. For example: writing a message and record d for daddy.</b></p> <p><b>I know that my helicopter story writes down my voice and is acted out.</b></p> <p><b>I know at least 2 ‘Poetry Basket’ action poems off by heart.</b></p> <p><b>I can write some letters accurately.</b></p> <p><b>I know how to spell simple words by identifying the sounds and then writing the sound with letter/s.</b></p>	<ul style="list-style-type: none"> <li>• Share story and compare setting, characters and storyline with the above 2 books by Oliver Jeffers.</li> <li>• Vote compared to ‘The Great Paper Caper.’</li> <li>• Story picture map and labels-Teacher modelled.</li> <li>•</li> </ul> <p><u>Poetry Texts-</u> Mad about Dinosaurs! Giles Andreae Role-play and drawing/written responses about our favourite parts.</p> <p><u>Poetry basket-</u> ‘The Poetry Basket’ laminated Class book Children joining in with seasonal collection of rhyming action poems along with peers and staff, to develop a bank of learnt/off by heart poems to recite and present.</p> <p><u>Non-fiction topic books</u> Linked to Myself, Families and Friends, Interests plus topics shown interest in by children during child initiated learning and fiction study.</p> <p><u>Weekly home and school reading books</u> linked to sounds that the children have been taught and tricky word/sight vocabulary packs.</p> <p><u>Helicopter Stories-</u> Children’s stories scribed and acted out with class on the day created, contributing to child’s Helicopter Story book along with any other child initiated linked writing.</p> <ul style="list-style-type: none"> <li>• <u>CC-</u> Small group extra sharing of Oliver Jeffers’ stories at ‘Stay and Play’ wellbeing club. Use of picture/letter mats whilst writing.</li> <li>• Concept/vocabulary grids 1:1 with adult in reading arch (logged on chart)</li> </ul> <p><b><u>CHALLENGE-</u></b> Start to Fred Talk/blend CVC words and segment to spell in writing.</p> <p><b><u>SEN/LAP/DISAD-</u></b> Visual supports and peer buddying/talking</p>			
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		partners/1:1 support overlearning and RWInc catch up.			
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### **Sticky Knowledge Observation** Literacy activities for observation and assessment of skills, knowledge and application.

**F1-** Ask a child to talk to a familiar adult about their drawings-can they give meanings to their marks-any emerging letter shapes? Name writing?

-Whilst reading 1 of key F1 fiction texts, observation by staff-who can join in with repeated refrains, anticipate events and phrases.

**F2-** Look for application of ascribing meaning and use of corresponding initial letter sounds/CVC spellings during writing about own interests/name writing.

-Eye spy game-observing and listening to children's answers-can they spot the sound heard on the RWInc chart or letter mat?

### **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

- Proud Clouds
- Parent drop in sessions
- Parent's evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs
- Wow moments
- Autumn 1A F2 home learning grids linked to the topic
- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop
- Phonics parent/carers workshop



## **EYFS AREA OF LEARNING : MATHEMATICS (NUMBER AND NUMERICAL PATTERNS)**

### **AUT 1A**

**ENQUIRY QUESTION:** F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?



Development Matters links to be addressed through Objective and Outdoor EYFS planning

## Development matters links – Mathematics

### 0-3 years

Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.

**3-4 years** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

**Reception child:** • count objects, actions and sounds. • subitise • link the number symbol with its cardinal number value • count beyond 10 • compare numbers • understand that one more than/one less than consecutive numbers • explore the composition of numbers to 10 • automatically recall numbers bonds 0-5 and some to 10 • select rotate and manipulate shapes to develop spatial reasoning skills • compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can • continue copy and create repeating patterns • compare length weight and capacity

**ELG: Number** • have a deep understanding of number to 10 including the composition of each number

• Subitise up to 5

• automatically recall (without references to rhymes counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts.

### Numerical patterns:

• Verbally count beyond 20 recognise the pattern of the counting system.

• Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantities

• explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.

	KNOWLEDGE	ACTIVITIES LINKED TO MATHEMATICS (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p><b><u>Number and Numerical Patterns (NCETM and Development Matters)</u></b></p> <p><b><u>Cardinality and counting</u></b>  I can count and say number names to 5 in sequence.  (Counting: saying number words in sequence).</p> <p>I can take part in finger rhymes with numbers.</p> <p>I can react to changes of amount in a group of up to three items.</p> <p>I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>I can count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>I know that the last number reached when counting a small set of</p>	<p><b>-Counting forwards singing number songs and finger rhymes to 5</b> which involve reciting number names in order e.g 1 elephant went out to play, 1 little, 2 little, 3 little fingers...song and 5 Little Peas in a Pea Pod.</p> <p><b>-Nibbles Numbers Book by Emma Yarlett (plus other linked number books)</b>  Talking about the numeral order and the number of nibbled holes that links to numeral.</p> <p><b>-Counting activities</b>  -Teacher modelling 1:1 correspondence whilst counting sets of objects to 5. Same objects in provision to allow the children to practise this skill.  Throw a die (0-3) and get the corresponding number of objects from a larger set.  <b>The 3 Little Pigs story</b></p> <p><b>-Snack Station</b>-fruit arranged on different plates with modelled language of more, lots and same-apply subitising knowledge and 1:1 correspondence and cardinal principle.</p> <p><b>-Small world garage</b> -lining up and counting in play. Model and tell children to organise and line the objects up in a 'mathematical way. Eye gazing then pointing to develop some fluency and 1:1 correspondence accuracy.'</p> <p><b>-Numerosity collections-How many?</b> Autumn outdoor hunt of different sized natural objects e.g pine cones, sticks, acorns, logs-understanding the numerosity even when objects in one set are larger and fewer and in the other set: smaller/ greater quantity of objects.</p> <p><b>-1ness of 1, 2ness of 2 and 3ness of 3</b>-Developing interactive displays including numerals, objects, sand formation tray, photographic</p>	<p><b>Count, counting forwards, number names, order, subitise, pattern, arrange</b></p>	<p><u>Playing and Exploring</u>  -Taking a risk and engaging in new experiences  <u>Active learning</u>  -Maintains focus on activity for a period of time  -Pays attention to details  <u>Creating and critical thinking</u>  -Making links in their experiences  -Check how well their activities are going</p>	<p><u>Skills:</u>  Active listening and understanding  -Further extend conversation and discussion skills  -Use prior knowledge and make links</p> <p><u>Other skills:</u>  -Fine motor skills and manipulation of objects.</p> <p><u>Application:</u>  Practise and apply knowledge and understanding in the provision.</p>



	<p><b>objects tells you how many there are in total ('cardinal principle').</b></p> <p><b>I can develop fast recognition of up to 3 objects, without having to count them individually (regular 'subitising').</b></p> <p><b><u>Comparing</u></b>  <b>I can compare amounts, saying 'lots', 'more' or 'same.'</b></p> <p><b>I can compare collections which include more small things and fewer large things (concept of numerosity).</b></p> <p><b><u>Composition</u></b>  <b>I can talk about the 2 parts (red and black dots) of subitising plates, up to 3 objects</b>  <b>(Part-whole: identifying smaller numbers within a number-conceptual subitising-seeing groups and combining to a total).</b></p> <p><b>I can solve real world mathematical problems with numbers up to 5.</b></p>	<p>pictures, birthday cards etc-items brought in from home and discussed.          -Explore 1-3 separately on the 5 frames, in different arrangements.</p> <p><b>-Small group home corner covered tray activity (Kims game)</b>          responding to changing number of objects to 3.</p> <p><b>-Subitising regular dot patterns</b> -dice and subitising plates with red and black dots to 3. Teacher modelling the 'whole' number and the 'parts' of that number using Bar and Part, part, whole model.</p> <p><b>-Number Blocks Episodes: 1, Another 1, 2, 3</b></p> <p><b>-Problem solving to 5</b> on the snack table, playdough table, small world and home corner-to practise and embed the above concepts and apply knowledge and understanding as above.</p> <p><b>-Going on a pattern hunt in and outdoors</b>          Taking I pad photographs of patterns and displaying some natural and human made objects with patterns-describing and explaining what can be seen using adult modelled stem sentences.          Arranging objects in patterns in the provision e.g peg boards, blocks, painting easel.</p>			
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	<p><b><u>Pattern</u></b> I can notice patterns and arrange things in patterns.</p>				
F2	<p><b><u>Number and Numerical Patterns (NCETM, Development Matters and White Rose)</u></b></p> <p><b><u>Cardinality and counting</u></b> I can count/say number names to 10, then beyond in sequence. (Counting: saying number words in sequence).</p> <p>I can count objects, actions and sounds (Knowing that the last number counted gives the total so far).</p> <p>I know that a set of objects has the same number if re-arranged, if nothing has been added or taken away (Conservation of number).</p> <p>I can link the number symbol with its cardinal number value to 5. (Numeral meanings). <b><u>Comparing</u></b> I can compare numbers to 5.</p>	<p><b><u>Reciting/Counting to 10 and beyond activities</u></b> Singing 1,2,3,4,5 once I caught... and There was 1, there were 2 (angel song)-children jumping up as the angels. Counting to 10 and beyond pointing to the numerals on the 100 square, re-inforcing the stable order principle.</p> <p><b><u>Counting activities using a variety of sets of objects using counting principles</u></b> 1:1 correspondence-lining items up and touching each one, saying number names for each-at last number name then use stem sentence I have .....shells (cardinal principle). Opportunities to count claps, star jumps and steps (abstraction principle).</p> <p><b><u>-Numerosity collections-How many?</u></b> Autumn outdoor hunt of different sized natural objects e.g pine cones, sticks, acorns, logs-understanding the numerosity even when objects are larger and fewer in one set and smaller/ in greater quantity in another set plus when large and small objects are mixed within the 2 sets being compared.</p> <p><b><u>-Conservation of number activities</u></b> Exploring sets of objects to 3: counting a set of objects then placing them in different arrangements-knowing that the number of objects remains the same-supporting the order-irrelevance principle too.</p> <p><b><u>Matching, sorting and comparing activities</u></b></p> <p><b><u>Matching:</u></b> <b>Noah's Ark Bible Story and small world figures</b> <b>Monkey puzzle story book-Julia Donaldson</b> Matching individual socks to make pairs Children play Travel, share, pair -Kagan structure to find partner who has the matching numicon piece to 5 Playing snap cards</p>	<p><b>Counting sequence, number names, set, compare, numeral, part, whole, total, more, most, fewer/fewest, repeating pattern</b></p>	<p><b><u>Playing and Exploring</u></b> -Seeking challenge -Uses senses to explore the world around -Showing a 'can do' attitude -Seeks challenge -Taking a risk and learning by trial and error</p> <p><b><u>Active Learning</u></b> -Pays attention to details -Shows high levels of energy and fascination -Persisting with activity when challenges occur -Shows satisfaction in achieving goals -Being proud of how they accomplished something not just the end result -Enjoys meeting challenges for</p>	<p><b><u>Skills:</u></b> -Use my prior knowledge and make links. -Predicting -Exploring -Problem solving</p> <p><b><u>-Other skills:</u></b> -Turn taking in conversation and building upon what is heard. -Questioning to find out more information. -Recalling learning <b><u>Application:</u></b> Practising and applying knowledge and understanding in the provision</p>

	<p><b>I can compare collections which include a mixture of small and large things (concept of numerosity).</b></p> <p><b><u>Composition</u></b>  <b>I can compose and decompose shapes so that I recognise a shape can have other shapes within it just as numbers can (Part-whole).</b></p> <p><b>I can talk about the 2 parts (red and black dots) of subitising plates, up to 3 dots</b>  <b>(Part-whole: identifying smaller numbers within a number-conceptual subitising-seeing groups and combining to a total).</b></p> <p><b><u>Pattern</u></b>  <b>I can continue and copy some AB and ABC repeating patterns.</b>  <b>(Continue and copy an ABC pattern)</b></p> <p><b>I can continue an ABC pattern that ends mid unit (Continue ABC pattern stopping mid unit).</b></p>	<p>Compare bear hunt outdoors-finding the matching bear to the childrens' bears          Loose parts matching lid game on large paper</p> <p><b>Sorting:</b>          Funky Fingers table-sorting a range of beads using tweezers according to size, shape, colour          Sorting 3D shape according to properties e.g rolls/doesn't roll          Loose parts, including buttons-sort according to material, colour, texture-Read <b>The Button Box by Margarette S Reid</b> as a provocation.          'Guess My Rule Game'-children need to guess the teacher's sorting rule by the types of buttons being put in the set circle-children identify and explain the rule and then follow it by adding another button to follow it.          Play the 'Odd one out' game-children spot the shape that is the odd one out.</p> <p><b>Comparing:</b>          -Comparing sets where there the difference between the sets is greater at first. Which set has more/most and which has fewer/fewest?          Use 5 frames to compare amounts          Numerosity challenges in the sets-smaller quantities of large items and larger quantities of small items  <b>Read A Squash and a Squeeze story-Julia Donaldson</b>-use a hoop to demonstrate the story with characters in it-how does the house feel as the story progresses? At the end?          Share dough out on playdough table ensuring everyone has equal amounts. What if someone else joins?          Compare handfuls of conkers-does a partner have more or less than you?</p> <p><b>-Matching numeral symbols to sets of objects/pictures to 5-games</b>          Recognising and matching numeral cards with corresponding sets and explaining choices using stem sentences.          Watching Number blocks episode: Off We Go (ordering 1-5)</p> <p><b>-Tessellations and exploring parts of the whole with shapes</b>          Exploring fitting smaller shapes together to make bigger shapes and taking them apart again and adapting to create new shapes-talking</p>		<p>their own sake          not just external          reward or praise</p>	
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		<p>about the individual shape parts and how they can create a larger whole shape.</p> <p><b>-Subitising regular dot patterns</b> -dice and subitising plates with red and black dots to 3. Teacher modelling the 'whole' number and the 'parts' of that number using Bar and Part, part, whole model. Bunny ears to 3.</p> <p><b>-Continue and copy AB and ABC repeating patterns</b> Using Autumn natural objects to continue and copy then explaining the pattern-what comes next? -Continuing an ABC pattern that stops mid unit and say what would come next.</p> <p><b><u>5 Minute Daily Maths meetings</u></b> Large abacus to model and demonstrate counting on and back to 5 and 0.</p>	Zero, abacus, number names, count on, count back		
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### **Sticky Knowledge Observation** Maths activities for observation and assessment of skills, knowledge and application

**F1 and 2**-Observing children in the provision to assess their embedded knowledge and understanding as well as application of mathematical understanding, knowledge and skills to new contexts.

Practitioners being invited into childrens' play and using possibility questions to assess and extend childrens' understanding and next steps: I wonder what would happen if..... What would happen if someone else joined? Can you show/represent that in a different way? How could we record that to explain it to a younger friend?

During adult focus activities with children, assessing what the children know already in order to attune with the learning and wellbeing needs of the child during the adult focus activity.

### **CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

- Proud Clouds
- Parent drop in sessions
- Parent's evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs

- Wow moments
- Autumn 1A F2 home learning grids linked to the topic
- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop
- Phonics parent/carers workshop



## **EYFS AREA OF LEARNING : UNDERSTANDING OF THE WORLD**

### **AUT 1A**

**ENQUIRY QUESTION:** F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?



#### **Development matters links – Understanding of the World**

##### **0-3 years**

Birth to Three • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.

**3-4 years** - Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

**Reception child** - Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise

some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them

#### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate-maps.

#### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	KNOWLEDGE	ACTIVITIES LINKED TO UW (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	<p>I know notice the difference between people.</p> <p>I know continue to develop positive attitudes about the differences between people.</p>	<p>Circle time-pass listening bear, talk about ourselves/our family and use the sentence starter “My name is... and I can..”</p> <p>Discuss the differences between ourselves and our peers</p> <p><b>Disciplinary knowledge-Measuring and Recording:</b>  <b>To use simple comparative language e.g smaller, bigger</b>  <b>To record ideas simply e.g pictures</b>  <u>-Being special-</u> Observe our faces in a mirror and paint a self-</p>	<p>Senses, Autumn, time-line, seasons, Different, self-portrait</p>	<p>Playing and Exploring</p> <p>-Using senses to explore the world around them</p> <p>-Showing particular interests</p> <p>-Initiating activities.</p> <p>-Showing a ‘can do’ attitude</p>	<p><u>Skills:</u></p> <p>Active listening</p> <p>-Use more complex sentences to link thoughts</p> <p>-Begin to understand how and why questions</p>

	<p><b>I can begin to make sense of my own life story and family's history.</b></p> <p><b>I know about my 5 senses.</b></p> <p><b>I can talk about what I see, using a wide vocabulary.</b></p> <p><b>I know that there are 4 seasons in a year.</b></p> <p><b>I know about the natural changes which occur in the current season, Autumn.</b></p> <p><b>I can manipulate an ipad to take a photo.</b></p>	<p>portrait using the appropriate colours. Create a display of our self- portraits and discuss the differences between them</p> <p><b>Disciplinary knowledge-Observations over time and observing patterns:</b>  <b>General sensory observations</b>  <u>Sensory experiences</u>-using sight, smell, vision, hearing and taste through a range of activities.</p> <p><u>'Now and Then' Timeline</u>-Create a class time line showing photographs from home of children as they are now and as babies, going back in time-talk surrounding this. Use time based vocabulary.</p> <p><u>F1 and F2 Healthy mouth/Dental Health workshop</u></p> <ul style="list-style-type: none"> <li>• Visit from dentist/dental nurse in uniform with equipment and posters-questions and answer session with children</li> <li>• Rotation of follow up activities e.g Flossing the plasticine brick teeth, guess the smile photographs, laminated teeth to colour in for cavities, pegged picture activities.</li> </ul> <p><b>Disciplinary knowledge-measuring and Recording: To record ideas simply</b></p> <ul style="list-style-type: none"> <li>• Home toothbrushing tally chart</li> </ul> <p><u>2 objects (Now and then) in the home corner</u>  -Describe everyday items.  -Refer to parts of the time line in everyday situations.</p> <p><b><u>Computing</u></b>  Use the camera on the I-pad to take a selfie-then observe own features and describe them.</p> <p><u>Computing skills</u> - Practise logging onto Mini Mash  Exploring different areas of Purple Mash.  <u>Use of Alexa</u> to ask information and play music  <u>-Use of I pads</u> to play age appropriate games</p>	<p><b>Time-line, Now, then</b></p> <p><b>Teeth, toothbrush</b></p> <p><b>Different, same</b></p>	<p><b>Active Learning</b>  -maintaining focus on their activity for a period of time  -Pays attention to details  <u>Creating and critical thinking</u>  -Thinking of ideas  -making links and noticing patterns in their experiences</p>	<p>-Use my prior knowledge and make links</p> <p><u>Other skills:</u>  -Observational skills  -I pad skills and mouse control  -Pencil control</p> <p><u>Application:</u> In context of 'Who am I?' learning and child initiated learning</p>
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		<p><b>Disciplinary knowledge-Observations over time and observing patterns:</b></p> <p><b>Observations linked to seasonal changes</b></p> <ul style="list-style-type: none"> <li>• <u>The 4 seasons</u></li> <li>• *To be introduced to the 4 seasons as appropriate throughout the year.</li> </ul> <p>Use fiction, non-fiction books, Google and Alexa to find out about the seasons of the year</p> <ul style="list-style-type: none"> <li>• Go on an Autumn walk</li> <li>• * Understand that they live in Tankersley or nearby</li> <li>• * To talk about the people that live in my house</li> </ul> <p>Create Autumn tree collage using Autumnal colours</p> <p><u>Makerspace STEM Trolley Learning with peer tutoring</u> Investigating simple circuits to light up a bulb and incorporate into own models/interests- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non fiction booklets.</p> <p><u>Vegetable Planters-Joint F1 and 2 /Use of gardening equipment</u> Weeding and turning over soil in preparation for vegetable seeds. Observing seeds and comparing different types, looking at composition of soil then planting/looking after onions, peas, turnip, garlic seeds.</p> <p><b>Disciplinary knowledge-Fair testing:</b> <b>Begin to understand the term fairness in every day life</b> <u>Care and observation of the Early Years stick insects and tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes. Is it fair if we forget to feed Speedy?</p> <p><u>CC-1:1/</u> small group sharing of ‘Senses’ non-fiction book and curiosity items to describe.</p> <p><b><u>CHALLENGE-</u></b> Can you use an Ipad to video yourself talking about</p>	Light, bulb		
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		<p>why you are special and what makes you the same as your friends and what makes makes you different to your friends?</p> <p><b>SEN/LAP/DISAD</b>- Peer buddy to support with vocabulary and engagement</p>			
<b>F2</b>	<p><b>Begin to make sense of their own life-story and family's history.</b></p> <p><b>Talk about what I see, using a wide vocabulary.</b></p> <p><b>Talk about members of my immediate family and community.</b></p> <p><b>Name and describe people who are familiar to them.</b></p> <p><b>Comment on images of familiar situations in the past.</b></p> <p><b>-I know that everybody has similarities and differences in relation to physical features, families and interests.</b></p> <p><b>-I know about and respect diversity and differences.</b></p> <p><b>-I know that I have changed since being born.</b></p>	<p><b>Disciplinary knowledge-Measuring and recording:</b>  <b>Draw and label pictures</b>  -Careful observation of self using a mirror to notice features e.g size and shape of face, hair length/colour, eye colour, lashes and eyebrows etc, culminating in painting of self-portrait.</p> <p><u>Our Now/Present and Then/Past Timeline-</u>  -Recap Nursery timeline knowledge-Now and Then, introduce, present and past vocabulary.  -Create a class time line showing photographs from home of children at different stages of development (in their own living memory) and going back in time to parents when they were children -talk and vocabulary surrounding this.</p> <p><b>Disciplinary knowledge-Drawing conclusions: To use a stem sentence to explain thinking.</b>  <u>Personal timelines</u> showing self now, as a toddler, a big baby and a newborn baby. Using vocabulary.</p> <p><u>Know that school is in a village called Tankersley</u>  School logo and blog and Google Earth</p> <p><b>Disciplinary knowledge-Research using secondary sources</b>  <u>Big Book-What Babies Used to Wear</u>  Compared to now</p> <p><u>Chatterbox Parent/Carer workshop and activities</u>  Seeing different families in the workshop and sharing 5 home items from own Chatterbox e.g photo of family, favourite toy etc.</p> <p><u>We Are all Different?</u> (British Values linked)</p> <p>Discuss ideas in class texts around equality, tolerance,</p>	<p><b>Similarities, differences,</b></p> <p><b>Now, present, then, past, observe, compare, change/s</b></p> <p><b>Clothes, detail, materials, similarities, differences</b></p>	<p><u>Playing and Exploring</u>  -Shows curiosity about objects, events and people  -Uses senses to explore the world around them  -Shows a can-do attitude</p> <p><u>Active Learning</u>  -Maintaining focus on their activity for a period of time  -Pays attention to details  -Shows fascination and high energy levels  -Persists with activity when challenges occur  -Being proud how they accomplish something not just the end result.</p> <p><u>Creating and critical thinking</u>  -Finding new ways to do things  -Making predictions</p>	<p><u>Skills:</u>  -To understand how and why questions  -To use comparative language  Use my prior knowledge and make links  -Deduction and problem solving</p> <p><u>Other skills:</u>  -Observational skills and recordings  -I pad, smart board and mouse control skills  -Pencil control  -Develop empathy for other people's circumstances and feelings</p> <p><u>Application:</u> In context of 'Why is it good to be me?' adult focus and child</p>

	<p>-I know that a time line shows the present and goes backwards in time.</p> <p>-I am beginning to know that I need to log on the computer to access activities.</p> <p>-I know that I need to manipulate the mouse to effect changes on the computer.</p> <p>-I know how to paint a picture on a computer and am starting to know how to change pen/brush size and colour..</p> <p>-I know the names of the bulb, wire, battery.</p> <p>-I beginning to know that a circuit needs to be complete to light up a bulb.</p>	<p>acceptance, diversity in terms of individuals and our families.</p> <p><u>Careful observation of a peer</u> using magnifying glass to sketch/shade/colour a peer portrait.</p> <p>-<u>Comparison music game</u> Travel, Pair Share-Kagan Structure Walk around classroom and when the music stops-find a class mate and take turns to notice and explain any similarities the differences between selves.</p> <p><b>Disciplinary knowledge-Asking relevant questions:</b> <b>Asks curiosity questions about aspects of their familiar world</b> <u>F1 and F2 Healthy mouth/Dental Health workshop</u></p> <ul style="list-style-type: none"> <li>• Visit from dentist/dental nurse in uniform with equipment and posters-questions and answer session with children</li> <li>• Rotation of follow up activities e.g Flossing the plasticine brick teeth, guess the smile photographs, laminated teeth to colour in for cavities, pegged picture activities.</li> <li>• Sent home with toothpaste and brushes after demonstration.</li> </ul> <p><b>Computing -<u>Peer portraits</u></b> using drawing program on smart board and class computers. Thinking about pen/brush size and colour use.</p> <p><u>Computing skills</u> -Practise logging onto Mini Mash Exploring different areas of Purple Mash and with support learning to save learning.</p> <p><u>Use of Alexa</u> to ask information and play music</p> <p>-<u>Use of I pads</u> to play age appropriate games</p> <p><b>Disciplinary knowledge-Drawing conclusions:</b> <b>To use a stem sentence to explain learning and thinking.</b> <u>-Makerspace STEM Trolley Learning with peer tutoring</u></p>	<p>Dentist, decay</p> <p>Wire, circuit</p>	<p>-Testing their ideas -Check how well their ideas are going</p>	<p>initiated learning.</p>
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		<p>Investigating/problem solving to create simple circuits to light up a bulb plus buzzers and use of switches. Incorporate circuits into own ideas and models- alongside a KS 2 peer tutor once a week. Sharing of related electricity/circuit non fiction booklets.</p> <p><u>Enhancement resources /equipment trolley use during investigating</u> for the above and child initiated explorations in provision, including observation of Autumn/weather changes.</p> <p><u>Care and observation of the Early Years stick insects and tortoise</u> F1 and 2 care rota, preparing food and water, cleaning out and observing, explaining any changes.</p> <p><u>CC</u>-To supply box and wrapping paper (Chatterbox) with 1:1 guidance and talk about the 5 items that could be put inside that reflect the child's interests. 1:1 Concept/vocabulary non fiction sharing of book on plants/flowers. Vegetables and fruits-record on grid.</p> <p><b>CHALLENGE</b>- To answer possibility questions such as "I wonder what would happen if..." "Tell me more.." How did you work that out?" Create information booklets.</p> <p><b>SEN/LAP/DISAD</b>- Multi-sensory learning-during portraits to feel features, look and encourage careful observations-how is that the same? Different? How has it changed? Talking partners.</p>			
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**Sticky Knowledge Observation** Understanding the World activities for observation and assessment of skills, knowledge and application.

F1- P4C discussion based upon ourselves. What makes us and our family special? How have I changed? What else has changed at this time of year.  
F2- P4C discussion based upon similarities and differences between self, others and families. What is it important for us to remember?

**CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS**

- Proud Clouds
- Parent drop in sessions
- Parent's evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs
- Wow moments
- Autumn 1A F2 home learning grids linked to the topic
- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop
- Phonics parent/carers workshop



## **EYFS AREA OF LEARNING : EXPRESSIVE ARTS AND DESIGN**



### **AUT 1A**

**ENQUIRY QUESTION:** F1-WHO AM I? F2-WHY IS IT GOOD TO BE ME?

#### **Development matters links - Expressive Arts and Design**

##### **0-3 years**

Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as

they consider what they can do with different materials. • Make simple models which express their ideas.

**3-4 years** - 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, 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. • 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. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • 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. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.

**Reception child** - Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

#### ELG: Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

#### ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others and -when appropriate, try to move in time with music.

	KNOWLEDGE	ACTIVITIES LINKED TO EAD (Learning sequences)	VOCABULARY	CHARACTERISTICS OF EFFECTIVE LEARNING	SKILLS and APPLICATION
F1	I can sometimes give a meaning to the marks I make.	Art – <u>I-pad portrait photos</u> - observing own features and draw them with a pencil - Drawing components of the face separately, lips, ears, mouth –	Feelings, face, colour, mixing, print	Playing and Exploring -showing curiosity about objects , events and people	Skills: -Social skills -Active listening -Using more

<p><b>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</b></p> <p><b>I can explore colour and colour mixing.</b></p> <p><b>I know how to create closed shapes with continuous lines and begin to use these shapes to represent objects.</b></p> <p><b>I can draw and paint with increasing complexity and detail, such as representing a face with a circle and including details.</b></p> <p><b>I can show emotion in my drawings- happiness, sadness, fear etc.</b></p> <p><b>I remember and sing entire songs.</b></p>		<p>how can they show how they feel in the way they draw e.g. Happy mouth, crying eyes etc.</p> <ul style="list-style-type: none"> <li>- Practice drawing different emotions by what the shape looks like but also if they add more pressure with the pencil (dark eyes become angry eyes etc.)</li> <li>- Putting the features of the face together to make a face and other faces they know.</li> </ul> <p><u>F1 and 2 Easels both in and outside</u>-Paints or dry mark making materials-chalks, crayons, pastels.</p> <p><u>Make pictures with hand prints, finger prints, foot prints etc.</u></p> <p><u>I-pad portrait photos</u> - observing own features and draw them with a pencil</p> <ul style="list-style-type: none"> <li>- Drawing components of the face separately, lips, ears, mouth – how can they show how they feel in the way they draw e.g. Happy mouth, crying eyes etc.</li> <li>- Practice drawing different emotions by what the shape looks like but also if they add more pressure with the pencil (dark eyes become angry eyes etc.)</li> <li>- Putting the features of the face together to make a face and other faces they know.</li> </ul> <p>-<u>Create Autumn tree collage</u> using Autumnal colours</p> <p>-<u>Sensory experiences</u>-using sight, smell, vision, hearing and taste through a range of activities.</p> <p>-<u>Malleable materials</u>-including play dough, plasticine and gloop to create models and etch drawings into.</p> <p>-<u>F1 and F2 Joint Outdoor Role play area</u>-Car Wash/Petrol Station- using bikes and water /sponges/paintbrushes, till/money and pump tube, dressing up.</p> <p>-<u>F1 and 2 Outdoor mats, ribbon sticks and wind chime</u>-to</p>		<ul style="list-style-type: none"> <li>-Using senses to explore the world around them</li> <li>-engaging in open ended activity</li> <li>-Showing particular interests</li> <li>-Pretending objects are things from their experience</li> <li>-Representing their experiences in play</li> <li>-taking on a role in their play</li> <li>-acting out experiences with other people</li> <li>-Initiating activities Seeking challenge</li> <li>-Showing a ‘can do’ attitude</li> <li>-taking a risk , engaging in new experience, and learning from trial and error</li> </ul> <p><u>Active learning</u></p> <ul style="list-style-type: none"> <li>-maintaining focus on their activity for a period of time</li> <li>-Pays attention to details</li> <li><u>Creating and critical thinking</u></li> <li>-Thinking of ideas</li> <li>-finding new ways to do things</li> <li>-making links and</li> </ul> <p>complex sentences to link thoughts</p> <ul style="list-style-type: none"> <li>-Beginning to understand how and why questions</li> <li>-Using prior knowledge and making links</li> <li>-Drawing— Using a line to enclose a space and then begin to use these shapes to represent objects</li> </ul> <p><u>Other skills:</u></p> <ul style="list-style-type: none"> <li>-Observational skills</li> <li>-I pad skills and mouse control</li> <li>-Pencil control</li> </ul> <p><u>Application:</u> In context of ‘Who am I?’ learning and child initiated learning</p>
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		<p>encourage dance/expressive movements.</p> <p><u>-F1 and 2 Mud Kitchen and play house-</u>to develop home and other role plays with F1 and 2 peer tutoring.</p> <p><u>Construction kits and blocks in and outdoors</u> Child initiated use of construction kits to create models.</p> <p><u>Small world provision</u> Child initiated use of figures, fairy/elf doors, fabric and other natural resources to create role play scenarios and imaginative worlds.</p> <p>Develop role play area into the hairdressers Talk about a personal visit to a hairdressers</p> <p><u>Music</u> <u>Sing songs relating to body parts</u> e.g. 'heads, shoulders, knees and toes, '1 finger, 1 thumb', 'Tommy Thumb', 'If you're happy and you know it clap your hands'</p> <ul style="list-style-type: none"> <li>◆ Explore using body parts, including voices, to make sounds</li> <li>◆ Explore different ways of making sounds with musical instruments</li> </ul> <p><u>-F1 and 2 Outdoor mats, ribbon sticks and wind chime-</u>to encourage dance/expressive movements.</p> <p><u>Ongoing F1 and F2 Helicopter Story acting out stage</u> After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p><b>CC-</b> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking.</p> <p><b>CHALLENGE-</b> Can you confidently perform familiar nursery songs</p>		<p>noticing patterns in their experiences</p>	
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		<p>on your own in front of the class?</p> <p><b><u>SEN/LAP/DISAD-</u></b> Enjoy exploring the sounds different musical instruments make within provision. Music Interaction Intervention and 1:1 staff facilitating and modelling entry into role play and ways to maintain it.</p>			
<b>F2</b>	<p><b>I can explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p><b>I can develop storylines in their pretend play.</b></p> <p><b>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</b></p> <p><b>I know what a self-portrait is.</b></p> <p><b>I know about 1 famous artist who has painted a self-portrait.</b></p> <p><b>I know how to recognise shapes and see shapes within shapes.</b></p> <p><b>-I can observe objects and create pencil drawings of what I see.</b></p>	<p><b><u>Art - Self-portraits</u></b> Using a mirror and a pencil, talk about the face shape and the shapes within the face to develop a self-portrait. <u>Observe</u> images on famous artists' self-portraits (including Frida Kahlo, Vincent Van Gogh) and how to create a self-portrait.</p> <p>Broadening shape work to recognise shapes and seeing shape within shapes, e.g shapes within a window or door. Observing objects and drawing them, showing awareness of their shapes and other qualities, <i>e.g shape of Autumn vegetables for Harvest.</i></p> <p><u>F1 and 2 Easels both in and outside</u>-Paints or dry mark making materials-chalks, crayons, pastels.</p> <p><u>Malleable materials</u>-including play dough, plasticine and gloop to create models and etch drawings into. <u>Studio Space Exploration</u> In provision, creating led by child interest, using range of box modelling materials including cardboard boxes, rolls, tissue paper, string, tape, glue..., with tools-scissors, pencils...</p> <p><u>-F1 and F2 Joint Outdoor Role play area-Car Wash/Petrol Station-</u>using bikes and water /sponges/paintbrushes, till/money and pump tube, dressing up.</p> <p><u>-F1 and 2 Mud Kitchen and play house-</u>to develop home and other role plays with F1 and 2 peer tutoring-with Autumn vegetables. <u>Construction kits and blocks in and outdoors</u></p>	<b>Shape, object, materials, effects</b>	<p><u>Playing and Exploring</u> -showing curiosity about objects , events and people -Using senses to explore the world around them -engaging in open ended activity -Showing particular interests -Pretending objects are things from their experience -Representing their experiences in play -taking on a role in their play -acting out experiences with other people -Initiating activities Seeking challenge -Showing a 'can do' attitude -taking a risk , engaging in new experience, and</p>	<p><b><u>Skills:</u></b> -Drawing - Use a line to enclose a space and then begin to use these shapes to represent objects -Social and interaction skills, including entering play and maintaining it -Active listening and following consecutive instructions -Using more complex sentences to link thoughts - Understanding how and why questions -Applying</p>



	<p><b>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</b></p> <p><b>I know how to explore different materials freely, develop ideas about how to use them and what to make.</b></p> <p><b>I know that I can communicate meaning through drawings, paintings, models, music, role play and expressive movement.</b></p> <p><b>I am beginning to know about pitch and tempo.</b></p>	<p>Child initiated use of construction kits to create models.</p> <p><u>Small world provision</u> Child initiated use of figures, fairy/elf doors, fabric and other natural resources to create role play scenarios and imaginative worlds.</p> <p><u>Indoor Role play area-Shoe shop</u>-taking on role of customer and shop keeper, developing narratives through actions and speech.</p> <p>Music <u>Weekly music session with specialist music teacher</u></p> <ul style="list-style-type: none"> <li>◆ Explore using body parts, including voices, to make high and low pitched sounds</li> <li>◆ Explore different ways of making sounds with musical instruments-tempo and rhythmically within provision</li> </ul> <p>Practising Harvest song to perform in Church at the Harvest Festival.</p> <p><u>-Develop a range of class songs to sing</u> Brown Bear name song, range of number songs-5 Speckled Frogs, 1,2,3,4,5 once., '5 Little Aliens'</p> <p><u>-F1 and 2 Outdoor mats, ribbon sticks and wind chime</u>-to encourage dance/expressive movements.</p> <p><u>Ongoing F1 and F2 Helicopter Story acting out stage</u> After children have told their story, they act out in masking taped stage area along with peers. Video and evaluate.</p> <p><u>CC-</u> Encourage child to experience all creative areas of the provision, with modelling and peer tutoring. Adult immersing themselves/modelling in role play context to draw child into pretending and role taking.</p>		<p>learning from trial and error.</p> <p><u>Active learning</u> -maintaining focus on their activity for a period of time -Pays attention to details -Shows belief that more effort or a different approach will pay off.</p> <p><u>Creating and critical thinking</u> -Thinking of ideas -finding new ways to do things -Making links and noticing patterns in their experiences -Testing their ideas -Checking how their activities are going -Reviewing how well the approach worked.</p>	<p>vocabulary knowledge in context -Using prior knowledge and making links -Manipulating the mouse and controlling marks on smart board -Expressive movement skills</p> <p><u>Other skills:</u> -Observational skills -I pad skills and mouse control -Pencil control</p> <p><u>Application:</u> In context of 'Why is it good to be me?' learning and child-initiated learning</p>
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		<p><b>CHALLENGE</b>- Create own expressive performance /presentation using chosen media, for class audience.</p> <p><b>SEN/LAP/DISAD</b>- Music Interaction Intervention and 1:1 staff facilitating and modelling entry into role play and ways to maintain it.</p>			
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## Sticky Knowledge Observation Expressive Arts and Design activities for observation and assessment of skills, knowledge and application.

**F1**- Observe role play in the 'hairdressers.'

Use observational skills and fine motor skills to look at a 'selfie, taken on an Ipad, copy it and draw a self- portrait using a black pen.

**F2**- Observe role play in shoe shop and small world area-is child taking on a role? Using speech and action to develop a storyline with peers? Starting to build upon each other's ideas?

-Observe child's use of Studio Space materials-is the child able to explore the materials? Make changes to materials and attach materials?

## CHILDREN'S INTERESTS/HOME LEARNING/ENHANCEMENTS AND TRIPS

- Proud Clouds
- Parent drop in sessions
- Parent's evening
- Proud clouds and home observations
- Request for hobby and interest artefacts and photographs
- Wow moments
- Autumn 1A F2 home learning grids linked to the topic
- Dentist visit for F1 and F2 Dental Health workshop and activities
- Maths Mastery parent workshop
- Phonics parent/carers workshop

