

Communication and Language (Prime Area)

Listening and Attention, Understanding, Speaking

Listen to stories and maintain attention, stay focussed, point at pictures when asked: e.g. where is the dinosaur? Name objects, understand simple sentences

Identify favourite books

Vocalise to attempt to join in rhyme

Does actions to rhyme, song or story

Respond with relevant comments

Join in rhymes and refrains

Talk about what they need

Talk about own experience in and out of hospital

Talk about self and family celebrations, how do we celebrate events, e.g. birthday, bonfire night, Christmas, Hanukah cards etc; make up own stories and songs



Literacy

Become aware of the mark they make (sensory)

Give meaning to the mark they make (emergent writing)

Ascribe meaning to the marks they see

Begin to break the flow of speech into words

Write own name, little books, class books, cards, gifts labels and lists, party invitations, party menus.

Sounds: hearing, identifying and writing phase 2 sounds

Letter and sounds Phase 1 exercises

Possible texts:

Celebration books

Children's favourite books

Information books

Anthony Browne, My Mum, My Dad, etc; Guess How Much I

Love You; You're all my Favourites; So Much; Monkey Puzzle,

Owl Babies; Naughty Bus; Goldilocks, Red Riding Hood

Rhyming books (Julia Donaldson)

Black history books



Knowledge of the World

Science museum visit - 13/09 - slime

Explore materials such as sand, wet and dry pasta, clay, water
Discuss events in own life, discuss like and dislikes (party food)

Find out about their bodies, name body parts, sing body songs.

What do humans need? Talk about the difference between themselves now and when they were babies.

Remembrance poppy making different countries celebrations, look on the globe, where did the Christmas story start? Talk about sounds and colours related to firework, safety, tents and torches, light and dark,

Paint programme fireworks plus iPads and computer arts and programme. Education city. busy thins.



Plan

Autumn 2016

Topic: All about me



PSED (Prime Area)

Self-confidence and self-awareness:

to settle in, to choose resources independently, to have a go,

Managing feelings and behaviour:

express needs appropriately, asks for things, to take turns and share fairly, to follow rules and instructions (e.g. take shoes off when on slide)

Making relationships

is aware of others understand that others might have different needs and different cultures

play alongside others

communicate with others, negotiates roles and turn taking

talks about what they are doing



SEND: a range of sensory stimuli (tactile, visual, auditory and olfactory) to access the curriculum: e.g. lights, textures bells, smells including the use of Makaton and pictures in print to support language.

EAD:

Music: to match movement to music, find the beat

Explore instruments and improvise (Danny and COLS sessions)

Imaginative play: to act out stories with Phil. To engage in imaginative play in the role play area and with small world set ups. To use voice tone when joining in refrain at story time; visual art: African block printing 26/09; autumn collages

Mask making; 3D cardboard self portraits; draw your family; draw your pets; fireworks; vegetable printing
Vegetable drawing (Harvest)

Prime areas are highlighted in blue because of their importance in the EYFS curriculum

Physical Development (Prime Area)



Moving and Handling

Gross motor control:

Ball skills/skittles (Ray and Denise) moving and handling (small and gross movements)(PE/SMS/GMS) A range of large motor skill games in the atrium and balcony, using tricycles, hula hoops, stilts, skipping ropes, bowling, parachute

Where staffing and weather permits - trips to local park to play ball and running games and to use climbing frames

Fine motor control:

A range of opportunities inside the classroom to develop small motor skills, threading, painting, drawing, pouring, filling and emptying, playdough, clay, construction.

Holding pens pencils paint brush with correct grip

Hand eye co-ordination tools and activities

Squeezing, patting, develop SMS through the use of malleable

Develop control through African block printing and Aborigine dot painting (26th Sept visit)

Cutting. Being able to control a piece of equipment to produce a desired effect

Travel around under over across as appropriate

Play the Bean activity game (runner bean, French bean, etc)

Dance with Jabadao (Oct ?)

Health and Self Care

Express when they need the toilet/a change, food, drinks etc. Talk about the effects of exercise on their bodies.

Maths

Practical maths - everyday problems, eg in home corner

Numbers: count from 1 to 5, the from 1 to 10, and from 1 to 20

Identify numerals to 5, to 10

Touch count to 10

Count out groups of objects to 1

Order numerals to 5, to 10

Big numbers eg 100

Shapes:

identify simple basic shapes: squares, circle, rectangle and triangles

describe shapes Focus on triangles, triangle project, Christmas decorations

use shapes to make pictures

identify similarities and differences between shapes

sort by one or more criteria



Please note all our EYFS planning is flexible as we aim to work with the children's interests