



EYFS Autumn 1: All about me!

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>We will be listening to stories about starting school and making new friends. We will be sharing things about ourselves and our families.</p> <p>We will be talking about our emotions and what makes us feel these emotions.</p> <p><b>Making Relationships</b> <b>16-26 months</b> Plays alongside others. Plays cooperatively with a familiar adult.</p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments.</p> <p><b>22-36 months</b> Interested in others' play and starting to join in. To be able to seek out others to share experiences.</p> <p><b>30-50 months</b> Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.</p> <p><b>Self-confidence and self-awareness</b> <b>16-26 months</b> Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys. Demonstrates sense of self as an individual.</p> <p><b>22-36 months</b></p>	<p>We will be learning how to focus our attention on adult led activities.</p> <p>We will have daily story time linked to our topic, to develop skills in listening and communicating.</p> <p><b>Listening and attention</b> <b>16-26 months</b> Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear.</p> <p><b>22-36 months</b> To be able to shift to a different task if attention is fully obtained by using their name to help focus.</p> <p><b>30-50 months</b> To be able to listen to others one to one or in small groups, when conversation interests them. Beginning to listen to stories with increasing attention and recall.</p> <p><b>40-60 months</b> Maintains attention, concentrates and sits quietly during appropriate activities.</p> <p><b>Working towards ELG</b> To be able to listen to others in discussions and take turns.</p> <p><b>Understanding</b> <b>22-36 months</b> To be able to understand more complex sentences. Beginning to</p>	<p>We will be learning all about our body and how to keep it healthy, including the importance of exercise. We will be learning how to be independent when dressing for PE and putting on our own coats and shoes.</p> <p><b>Moving and Handling</b> <b>16-26 months</b> Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make.</p> <p><b>22-36 months</b> Beginning to initiate drawing simple shapes such as circles and lines. Beginning to show preference for dominant hand.</p> <p><b>30-50 months</b> To be able to move freely, with pleasure and confidence in a range of ways. To be able to mount stairs, steps and play equipment using alternate feet.</p> <p><b>40-50 months</b> To use a pencil and hold it effectively to form recognisable letters to</p>	<p>We will be learning how to recognise and write our names.</p> <p>We will be drawing pictures of ourselves and learning how to label body parts.</p> <p><b>Reading</b> <b>16-26 months</b> Interested in books and rhymes and may have favourites.</p> <p><b>22-36 months</b> To begin to fill in missing word or phrase in a known rhyme, story or game.</p> <p><b>30-50 months</b> Looks at books independently. Handles books carefully. Recognises familiar words and signs such as own name and advertising logos. Suggests how a story might end. Shows awareness of rhyme and alliteration.</p> <p><b>40-60 months</b> To be able to hear and say the initial sound in words. To link sounds to letters, naming and sounding the letters of the alphabet. To enjoy an increasing range of books.</p>	<p>We will be working with numbers to 5, learning how to recognise, count and form these numbers. We will be learning to rote count to 10, and then beyond.</p> <p><b>Number</b> <b>16-36 months</b> Says some counting words randomly</p> <p><b>22-36 months</b> To be able to select a small number of objects from a group. Beginning to recite some number names in sequence.</p> <p><b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p><b>40-60 months</b> To be able to recognise numerals 1 to 5. To recognise</p>	<p>We will be learning about the local area and our new school, including walking around the school grounds. We will be sharing home learning projects about our own local area.</p> <p>We will be learning to interact with age-appropriate software on iPads and laptops.</p> <p><b>People and Communities</b> <b>16-26 months</b> Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people</p> <p><b>22-36 months</b> To be able to initiate everyday actions and events from their own family/cultural background.</p> <p><b>30-50 months</b> Shows interest in the lives of people who are familiar to them. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>40-60 months</b> Enjoys joining in with family customs and routines.</p> <p><b>Working towards ELG</b> To be able to talk about past and present events in their own lives and in those of family members. To talk about</p>	<p>We will be using a range of media and materials such as pencils, paints and collage to create self-portraits.</p> <p>We will be learning new songs linked to our topic, such as 'Head Shoulders, Knees and Toes.'</p> <p><b>Expressive Art and Design</b> <b>16-26 months</b> Begins to move to music, listen to or join in rhymes or songs. Notices and is interested in the effects of making movements which leave marks. Explores and experiments with a range of media through sensory exploration and using whole body. Move their whole bodies to sounds they enjoy, such as music or beat. Imitates and improvises actions they have observed, e.g. clapping/waving.</p> <p><b>22-36 months</b> To be able to join in singing favourite songs. Begins to show an interest in the way</p>



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<p>To be able to separate from main carer with support and encouragement from a familiar adult. To begin to express own preferences and interests.</p> <p><b>30-50 months</b> Welcomes and values praise for what they have done.</p> <p><b>40-60 months</b> To be able to speak to others about things they like and dislike and why. To discuss favourite toy/game, talk about pets we love and why. To be able to share opinions about different foods and favourite foods and to talk about healthy food choices. To be able to describe self in positive terms and talk about abilities and differences. To be able to discuss things we are good at.</p> <p><b>Managing Feelings and Behaviour</b> <b>16-26 months</b> Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support.</p> <p><b>22-36 months</b> To be able to express their own feelings such as sad, happy, cross, scared, worried. Seeks comfort from familiar adults when needed. Can inhibit own actions/behaviours. Growing</p>	<p>understand 'who', 'what', 'where' in simple questions.</p> <p><b>30-50 months</b> Understands use of objects (e.g. "What do we use to cut things?"). Begins to show an understanding of prepositions by carrying out an action or selecting the correct picture</p> <p><b>40-60 months</b> Responds to instructions involving two part sequence.</p> <p><b>Working towards ELG</b> To answer 'how' and 'why' questions linked to topic – discuss family, body, how we look, senses, growing up, favourite things and questions about self and what we like doing.</p> <p><b>Speaking</b> <b>16-26 months</b> Copies familiar expressions, e.g. 'Oh dear', 'All gone' Beginning to put two words together (e.g. 'want ball', 'more juice')</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <p><b>22-36 months</b> To be able to use simple sentences.</p> <p><b>30-50 months</b> Beginning to use more complex sentences to link thoughts. To be able to retell a simple past event in the correct order.</p> <p><b>40-60 months</b> Links statements and sticks to a</p>	<p>write name to match portrait. To show a preference for a dominant hand.</p> <p><b>Health and Self-Care</b> <b>16-26 months</b> Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes.</p> <p><b>22-36 months</b> To be able to help with clothing.</p> <p><b>30-50 months</b> To be able to control bowel and bladder and attend to most toileting needs themselves. To be able to wash and dry their own hands.</p> <p><b>40-60 months</b> To know to eat a healthy range of foods and understand the need for variety in food - my favourite foods.</p> <p><b>Working towards ELG</b> To know it is important to exercise – large toys for gross motor development (large muscles).</p> <p>To be aware that to be healthy we need to eat a healthy diet, get plenty of sleep and keep clean (hand washing, cleaning teeth, dressing and</p>	<p><b>Writing</b> <b>22-36 months</b> To begin to distinguish between the different marks they make.</p> <p><b>30-50 months</b> Sometimes give meaning to marks as they draw and paint.</p> <p><b>40-50 months</b> To be able to give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To be able to write own name and other things such as labels, captions.</p> <p><b>Working towards ELG</b> To begin to write the first letter of the word correctly and make some letter sounds when trying to write words.</p>	<p>some numerals of personal significance.</p> <p>To count objects to 10 and beginning to count beyond 10. To be able to select the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p><b>Shape, Space and Measure</b> <b>16-26 months</b> Associates a sequence of actions with daily routines.</p> <p>Beginning to understand that things might happen 'now'</p> <p><b>22-36 months</b> Beginning to notice simple shapes and patterns.</p> <p><b>40-60 months</b> To use familiar objects and common shapes to create and recreate patterns and build models: My home. To know how to describe their relative position such as 'behind' or 'next to'.</p> <p>To order and sequences familiar events – link to growth. To be able to order items or selves /family by height.</p>	<p>significant events in their own life. To talk about past and future events, e.g. birthday, visit to grandparent. To know where they live – 'this is my home'.</p> <p><b>The World</b> <b>16-26 months</b> Explores objects by linking together different approaches: shaking, hitting, looking, feeling, pulling, turning and poking. Remembers where objects belong. Matches parts of objects that fit together, e.g. puts lid on teapot.</p> <p><b>22-36 months</b> Begins to notice detailed features of objects in their environment.</p> <p><b>30-50 months</b> Developing an understanding of growth, decay and changes over time.</p> <p><b>40-60 months</b> To look at similarities, differences in others: hair/eye colour survey.</p> <p><b>Working towards ELG</b> To be able to order a set of pictures in the correct sequence: baby to adult. To understand changes (growth and growing up) .My Body' – to understand own/parts of the body/face.</p> <p><b>Technology</b> <b>16-26 months</b> Anticipates repeated sounds, sights and actions, e.g. when an</p>	<p>musical instruments sound.</p> <p><b>30-50 months</b> To be able to join in with dancing and ring games. Beginning to move rhythmically.</p> <p><b>40-60 months</b> To build a repertoire of songs such as head, shoulders, knees and toes, one finger one thumb.</p> <p>To be able to explore different sounds of instruments. To paint a self-portrait and explore what happens when they mix colours (focus on eye/skin and hair colour). To be able to select appropriate resources to draw a picture. Children to draw their family – look at photo and choose materials.</p> <p><b>Being Imaginative</b> <b>16-26 months</b> Expresses self through physical action and sound.</p> <p><b>22-36 months</b> Beginning to use representation to communicate through drawing.</p> <p>Beginning to make – believe by pretending</p> <p><b>40-60 months</b></p>
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<p>ability to distract self when upset, e.g. by engaging in a new play activity. To be able to respond to the feelings and wishes of others. Beginning to show awareness that some actions can hurt or harm others.</p> <p><b>30-50 months</b></p> <p>To be aware of their own feelings and know that some actions and words can hurt others' feelings.</p> <p><b>40-60 months</b></p> <p>To be aware of and abide by boundaries, behavioural expectations and rules within the setting.</p> <p>Working towards ELG</p> <p>To talk about our friends and to know that some actions affect other people which may cause hurt to them or someone else. Link to our special friends. To understand emotions and how support to a child who is upset</p>	<p>main theme or intention.</p> <p><b>Working towards ELG</b></p> <p>To be able to express themselves effectively to discuss likes and dislikes and share events in life.</p> <p>To be able to talk about emotions and feelings.</p>	<p>going to the toilet independently).</p>		<p><b>Working towards ELG</b></p> <p>To begin to understand none or zero.</p>	<p>adult demonstrates an action toy several times.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p> <p><b>22-36 months</b></p> <p>Beginning to acquire basic skills in turning on and operating some ICT equipment.</p> <p><b>30-50 months</b></p> <p>Knows how to operate simple equipment, e.g. turns on CD player.</p> <p><b>40-60 months</b></p> <p>To use ICT to interact with age-appropriate computer software.</p> <p><b>Working Towards ELG</b></p> <p>To know how to operate simple equipment.</p> <p>To be able to complete a simple programme on a computer</p>	<p>To know how to play alongside other children who are engaged in the same theme.</p> <p><b>Working towards ELG</b></p> <p>To explore and experience using a range of senses and movement- My Senses book and activities</p>
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