



EYFS Autumn 2: Animals

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
<p>We will be enjoying PSED stories such, 'The boy who cried wolf', 'Ping learns to share' and 'Rainbow Fish'. We will be discussing our favourite activities and why we like some more than others.</p> <p>We will be learning how to work together as a group or part of a team.</p> <p>Making Relationships 22-36 months</p> <p>Beginning to form a special friendship with another child. 30-50 months</p> <p>To be able to play in a group, extending and elaborating play ideas building a role play area with others'.</p> <p>Managing feelings and behaviours 22-36 months</p> <p>Beginning to show understanding and cooperate with some boundaries and routines.</p> <p>To be able to inhibit own actions/behaviours. 40-60 months</p> <p>To be able to recognise when their actions hurt or upset others and act appropriately when others are upset or distressed. Children show an interest in other.</p> <p>To understand that own actions affect other people,</p>	<p>We will be learning how to share our own ideas about things we can see.</p> <p>We will be playing a variety of listening games, including Bertha Bus goes to the Zoo, which will explore alliteration, animals and letter sounds.</p> <p>Listening and Attention 22-36 months</p> <p>To be able to listen with interest to the noise's adults make when they read stories.</p> <p>Beginning to show an interest in play with sounds, songs and rhyme.</p> <p>To be able to listen to others one to one or in small groups, when conversation interests them.</p> <p>40-60 months</p> <p>To be able to maintain attention, concentrate and sit quietly during appropriate activities.</p> <p>To be able to listen attentively in a range of situations including story and circle time.</p> <p>Understanding 22-36 months</p> <p>To begin to develop understanding of simple concepts.</p>	<p>We will be exploring new ways of moving, such as, shuffling, slivering, hopping jumping etc. To represent different ways in which animals move.</p> <p>We will be learning how to hold and use a pencil effectively.</p> <p>Moving & Handling 22-36 months</p> <p>To be able to run safely on whole foot. To be able to kick a large ball.</p> <p>Beginning to turn pages in a book, sometimes several at once.</p> <p>Beginning to use three fingers in tripod grip to hold writing tools. To begin to show preference for dominant hand.</p> <p>40-60 months</p> <p>To use a pencil and hold it effectively to form recognisable letters to write name and labels including labelling fairy tale pictures.</p> <p>To show a preference for a dominant hand.</p> <p>To use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form</p>	<p>We will be listening to animal stories and developing our story recall skills, including how to sequence a story.</p> <p>We will be learning how to write a list.</p> <p>Reception will be learning how to write CVC words, labels and captions.</p> <p>Reception will be learning to segment and blend CVC words.</p> <p>Reading 22-36 months</p> <p>To be able to repeat words or phrases from familiar stories.</p> <p>To begin fill in the missing word or phrase in a known rhyme, story or game.</p> <p>30-50 months</p> <p>Beginning to enjoy rhyming and rhythmic activities.</p> <p>To begin to recognise rhythm in spoken words.</p> <p>40-60 months</p> <p>To be able to continue a rhyming string.</p> <p>To be able to hear and say the initial sound in words.</p> <p>To be able to link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To show enjoyment in an increasing range of books. To know that information can be retrieved from books and computers.</p> <p>To be able to segment the</p>	<p>We will be developing our 1:1 correspondence skills. We will be introduced to addition through Maths Makes Senses stories.</p> <p>We will be learning mathematical names for 2D shapes.</p> <p>Reception will be introduced to the concept of one more and one less.</p> <p>Number 22-36 months</p> <p>To begin to use some language of quantities, such as more and a lot.</p> <p>To begin to know that a group of things changes in quantity when something is added or taken away.</p> <p>30-50 months</p> <p>Beginning to show an interest in number problems.</p> <p>40-60 months</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Counts reliably up to 20 objects, using 1-1 correspondence. Counts reliably any arrangement of up to 20 objects. Recites numbers in</p>	<p>We will be learning about Bonfire night and joining in with Guy Fawkes day.</p> <p>Will we learn how to use the Early Years ICT programme. We will be learning how to use ICT to draw pictures of animals.</p> <p>We will be discussing the different food animals eat and trying some of them.</p> <p>People & Communities 22-36 months</p> <p>To begin to learn that they have similarities and differences that connect them to, and distinguishes them from, others.</p> <p>30-50 months</p> <p>To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>40-60 months</p> <p>To enjoy joining in with family customs and routines.</p> <p>Children to be aware of and share information about their own cultural background. To show interest and enjoyment when finding out about the traditions and culture of Diwali celebrations.</p> <p>To be aware that not everyone has the same</p>	<p>We will be exploring role play indoors and outdoors.</p> <p>We will be following the charanga scheme 'My Stories'.</p> <p>We will be introduced to observational art.</p> <p>Media & Materials 22-36 months</p> <p>To begin to experiment with blocks, colours and marks.</p> <p>30-50 months</p> <p>To be able to sing a few familiar songs.</p> <p>40-60 months</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p> <p>To explore what happens when they mix colours.</p> <p>To create constructions, collages, paintings and drawings.</p>



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<p>for example, becomes upset or tries to comfort another child when they realise, they have upset them.</p> <p>Self-confidence and self-awareness 22-36 months To be able to express own preferences and interests.</p> <p>30-50 months To be able to select and use activities and resources with help.</p> <p>40-60 months To be able to initiate conversations, attend to and take account of what others say.</p> <p>To be able to be confident to speak to others about own needs, wants, interests and opinions.</p> <p>To be able to describe self in positive terms and talk about abilities.</p> <p>To be confident to speak in a familiar group and follow familiar routines and take part in familiar tasks. To be able to ask for help when needed and to be able to recognise when need help and when don't. Children to be able to choose one activity over another and explain why they like one activity more than another.</p> <p>To work as part of a group or class and understand and follow the rules. To talk</p>	<p>40-60 months To be able to respond to instructions involving a two-part sequence. Improving understanding by responding to questions such as "Why do we go to the doctors?" To be able to respond with some detail to 'how' questions, e.g. "How do the police help us?"</p> <p>Speaking 22-36 months To be able to use language as a powerful means of widening contacts, sharing of feelings, experiences and thoughts. To be able to use gestures, sometimes with limited talk.</p> <p>40-60 months When speaking, children to be to link statements and stick to a main theme or intention. To be able to begin to introduce a storyline or narrative into their play following stories. Children to be able to begin to ask pertinent questions and make relevant comments. To be able to initiate conversation, attend to and take account of what others say. To use talk to</p>	<p>recognisable letters. To experiment with different ways of moving/Fizz & Friends at the Castle. To be able to jump off an object and land appropriately using different apparatus. To show increasing control over an object in pushing, patting, throwing, catching or kicking it. Is able to manipulate small objects in a variety of contexts e.g., threading beads. To be able to use scissors with increasing control. To move a computer mouse with increasing control. Is able to use hands to mould shape and make marks in modelling materials. Controls a range of simple tools, materials or construction to make models.</p> <p>Health & Self Care 22-36 months To be able to recognise danger and seek support for help.</p> <p>40-60 months Shows some understanding that good practices with regard to exercise,</p>	<p>sounds in simple words and blend them together and knows which letters represent some of them. To begin to read words and simple sentences. To read simple sentences in story and information book and to read known words from sight.</p> <p>Writing 30-50 months To begin to give meanings to marks as they draw and paint.</p> <p>To be able to ascribe meanings to marks that they can see in different places.</p> <p>40-60 months To link sounds to letters, naming and sounding the letters of the alphabet. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To write own name and other things such as labels, captions. To be able to segment the sounds in simple words and blend them together. Can attempt to write short sentences in meaningful contexts. Usually writes the first letter of the word correctly. Makes some letter sounds when trying to write words. Their</p>	<p>order from 0 to at least 20 and back again. Knows that addition is the bringing together of two groups. Successfully brings two groups of objects together and successfully counts them (up to 20). Recognises that subtraction is taking away a given number from a larger one. Begins to use vocabulary related to addition, such as plus, add, more and how many altogether? Begins to use vocabulary related to subtraction such as less, take away and how many left.</p> <p>Shape, Space & Measure 22-36 months Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 months To begin to show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>40-60 months Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can recognize and name common 2D shapes such as circle, triangle, square and rectangle. Selects the appropriate shape when asked. Can recognize patterns in the environment, e.g. brick patterns and pavements. Can copy and continue a simple pattern, e.g. with beads, printing. Able to recognize a</p>	<p>beliefs. To know not to say hurtful things to someone who they may perceive as being different to themselves.</p> <p>The World 22-36 months Beginning to enjoy playing with small world models.</p> <p>40-60 months To be able to show curiosity and interest in the features of living things. To describe and talk about what they see. To show curiosity about why things happen and how things work. Can identify features of materials and living things, e.g. animals with legs or those with wings. To be able to notice differences between features of the local environment. To know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Technology 22-36 months Begin to acquire basic skills in turning on and operating ICT equipment.</p> <p>40- 60 months To be able to complete a simple program on a computer. To be able to use a mouse and keyboard to engage with age-appropriate</p>	<p>Being imaginative 22-36 months Beginning to make-believe by pretending.</p> <p>30-50 months Beginning to use movement to express feelings.</p> <p>40-60 months To be able to create simple representations of events, people and objects. Can choose particular colours to use for a purpose. Can begin to recognize sounds and simple patterns and can make own rhythm using hands, voice, and instruments. To choose an instrument to make a particular sound. To be able to move rhythmically. To be able to develop a repertoire of actions by putting a sequence of movements together.</p>
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<p>about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</p>	<p>cooperate and contribute to play with others, listen to others and take turn during a conversation.</p>	<p>eating, sleeping and hygiene can contribute to good health.</p>	<p>writing enables the reader to work out what has been said. Able to correctly spell most CVC words, and can write words such as 'the', 'I', 'no', 'go'</p>	<p>mistake in a pattern. Understands and sometimes uses appropriate language to compare quantities. Demonstrates understanding without always using the comparative term.</p>	<p>software.</p>	
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