

**EYFS Framework – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes:**  
**A Unique Child; Positive Relationships; Enabling Environments; Learning and Development**  
**Through our school values we show kindness, respect, aspiration, perseverance, forgiveness and work together.**

#### Prime Area: Communication & Language

- Listen attentively to stories, responding with relevant comments, questions and actions
- Listen to and follow instructions
- Respond to 'how' and 'why' questions about their own experiences
- Develop conversation skills in different learning contexts: - one-to-one, small group and whole class (using Chatter Boxes as inspiration)
- Use language to imagine and recreate roles and experiences
- Talk about the lives of those around them and their roles in society.

#### Literacy: Comprehension, Word Reading and Writing (key text: All are Welcome and The Runaway Pea)

- Develop phonics skills to support reading e.g. linking sounds to letters (introduce 'Monster Phonics')
- Begin to demonstrate understanding when talking with others about stories: consider the main characters, the setting and the plot – can you predict what might happen next?
- Begin to recognise and read a few familiar words e.g. names
- Experiment with mark making, sometimes ascribing meaning to the marks
- Hold a pencil and use it effectively to form recognisable letters, beginning to develop a pre-cursive style
- Practise name writing

#### Mathematics: Number and Numerical Patterns

- Begin to explore shapes and patterns in varied contexts
- Develop positional language
- Match, sort and compare amounts: represent and compare the composition of numbers 1-3
- Compare size, mass and capacity (measuring body parts)
- Problem solve in everyday contexts: - how many in class today? How many left if 2 are away? How many pieces of fruit do we need?
- Begin to explore data handling as we record our lunch choices everyday and consider 'What's the most/least popular food choice?'
- Develop the concept of time as we learn about everyday routines

#### Prime Area: Personal, Social & Emotional Development

- Settle into the school community – begin to develop new friendships
- Play Circle Time games e.g. 'Who is it?', to explore and get to know members of the class
- Understand the need for agreed school values for expectations of behaviour
- Working with Others (WVO): - knowing and using names, eye contact: daily games to develop relevant skills
- Develop independence in self-care e.g. changing for P.E.
- What makes me, me? Develop a sense of identity through conversations with others, supported by the contents of their Chatter Box.
- Have a developing awareness of their own needs, views and feelings: what makes me happy, sad or



#### Understanding the world

- My family and me: - who is special to me?
- How have I changed since I was a baby?
- Develop a sense of the past: what can I do now that I couldn't do then?
- Name and explore the five senses
- RE: - 'I'm Special'. Learn about Christian cultural traditions, drawing on their own experiences and finding out about the experiences of others
- Use different forms of technology and how to use them safely: know how to access and use educational games on the laptops
- Through the celebration of Harvest Festival and sharing books, consider similarities and differences between life in this country and life in other countries
- Explore how our world changes during the seasons, animals and plants/trees. Exploring the natural world around them. -seasonal changes on welly walks.

#### Prime Area: Physical Development

- Develop stamina through running activities
- Develop basic movements such as jumping, changing direction, moving at speed and balancing.
- Develop balance, coordination and agility through team games in P.E.
- Use a variety of resources and activities to develop gross motor skills, including balls, bikes and trikes
- Improve fine-motor skills through planned activities, including drawing, painting and 3D design
- Develop an effective tripod grip through handwriting tasks
- Consider healthy food choices. Improve fine motor skills helping to prepare a healthy balanced snack for Firlie playgroup.

#### Underwater Class Topic Web TERM 1 Autumn 2024

**EYFS** Medium Term Planning, based on the characteristics of effective learning: - Playing and Exploring; Active Learning; Creative and Critical Thinking

#### Expressive Arts & Design

- Sing simple songs from memory
- Be an imaginative learner, developing role-play and creative language in response to the 'All are Welcome' and 'The Runaway Pea' texts.
- What is unique about the artwork created by Giuseppe Arcimboldo
- Safely and effectively use tools and materials to create self-portraits (pencils, paint, loose-parts, playdough etc)
- Create self-portraits using a variety of media taking inspiration from Giuseppe Arcimboldo

