


Marvellous Me - Autumn 1

(7 weeks)

PRIME AREAS			
Communication and Language	Personal, Social and Emotional	Physical Development	
<p>3- 4 Year Olds</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use longer sentences of four to six words. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> • 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. • Remember rules without needing an adult to remind them. • 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. 	<ul style="list-style-type: none"> • 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. • Use large-muscle movements to wave flags and streamers, paint and make marks. • 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. 	
SPECIFIC AREAS			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - 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. • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • 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, to 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. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas.

EYFS Week by week overview

Week	Theme for the week	Prime Areas			Specific Areas			
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	HOME VISITS							
2	Becoming familiar with the School/ settling in	<p>Circle time – Asking and answering questions. Listening to our peers</p> <p>Talk about themselves</p> <p>Communicate their own needs.</p> <p>Snack and chat sessions</p>	<p>Fine Motor: peg boards, play dough, tap a picture and colouring</p> <p>Dough gym –morning activities.</p> <p>Gross Motor: using adventure playground. Class garden trolley with balls.</p>	<p>Meet class friends / make friends and get to know the members of staff who will be working with us</p> <p>Learn and follow simple class rules.</p> <p>Snack and chat time</p> <p>PSHE- HeartSmart – 'Get HeartSmart' - Boris' Beginnings</p>	<p>Phonics –Little Wandle Week 1 – s, a, t, p</p> <p>Children to practice writing pre- writing patterns.</p> <p>Children to practice name writing by tracing.</p>	<p>Mathematics – Count objects, actions and sounds.</p> <p>Number songs.</p> <p>ICT Games – number games on IWB</p>	<p>Children to talk about themselves and their family members in circle time.</p> <p>Introduce 'All About Me' bag.</p>	<p>Art: Children will be able to explore free painting, making, colouring and sticking.</p> <p>Music: Sing finger rhymes and songs.</p>

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3	<p>Myself</p>	<p>Role play – Home Corner Model play with the children and explore new vocabulary.</p> <p>Circle time – Asking and answering questions.</p> <p>Listening to our peers</p> <p>Talk about themselves and their family members</p> <p>Communicate their own needs.</p> <p>Snack and chat sessions</p> <p>Children to join in with retelling the 'Little Red Hen' story.</p>	<p>Fine Motor: Placing beads in the Numicon, weaving, glitter gel boards, make a face using loose parts.</p> <p>Using large paper and pens to practice pre – writing patterns.</p> <p>Gross Motor – Bikes on playground. Explore the play trail.</p>	<p>Take turns and share.</p> <p>Snack chat time</p> <p>PSHE- HeartSmart – 'Get HeartSmart' - Build a Boris.</p>	<p>Phonics – Little Wandle Week 2- i, n, m, d</p> <p>Children to practice writing pre- writing patterns.</p> <p>Children to practice name writing by tracing.</p> <p>Harvest – Tell Little Red Hen story – children to learn it Pie Corbett style for Harvest celebration.</p> <p>Enjoy listening to stories and join in with songs.</p>	<p>Mathematics – Count objects, actions and sounds.</p> <p>Counting up to 5 objects (then 10)</p> <p>Number songs.</p> <p>ICT Games – number games on IWB</p>	<p>Talk about my experiences at home</p> <p>Welly Walk Wednesday- Tour of the school grounds</p>	<p>Role play in our home corner; children to help design this, add props.</p> <p>Music: Sing songs about our bodies.</p>
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4	<p>When I was born</p>	<p>Role play – Home Corner Model play with the children and explore new vocabulary.</p> <p>Circle time – Discuss about their 'birth' days.</p> <p>Listening to our peers</p> <p>Talk about themselves and their family members</p> <p>Communicate their own needs.</p> <p>Snack and chat sessions</p>	<p>Fine Motor: fine motor skill sheets, pushing sticks into thin holes, play dough, construction with Lego Scissors –cutting skills</p> <p>Gross Motor: P.E. – Children Therapy Pack – Physical Development</p>	<p>Talk to other adults and children and to ask appropriately for things</p> <p>Snack chat time</p> <p>PSHE- HeartSmart – 'Get HeartSmart' - Boris Shapes</p>	<p>Phonics –Little Wandle Week 3 - g, o, c, k</p> <p>Children to practice writing pre- writing patterns.</p> <p>Children to practice name writing by tracing.</p> <p>Harvest – Tell Little Red Hen story – children to learn it Pie Corbett style for Harvest celebration.</p> <p>Begin handwriting - Adults support their key children with phonics/letter formation.</p>	<p>Number of the week – 1</p> <p>NCETM – Week 1 – Subitising</p> <p>Mathematics – Count objects, actions and sounds. Subitise. Compare numbers.</p>	<p>Children to explore their own baby photos and understand how we change as we grow older</p> <p>Children to explore the Harvest festival and the traditions.</p> <p>Welly Walk Wednesday- Signs of Autumn – Children to hunt for signs of Autumn – nature detectives checklist</p>	<p>Art: Children to take their pencils for a walk in their art books. Explore using different pencils.</p> <p>Music: Rosie's Walk: What are the names of the instruments? Begin to keep a steady beat</p>
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5	<p>When I grow up</p>	<p>Talk about what we would like to do when they grow up (circle time)</p> <p>Role play – Home Corner Model play with the children and explore new vocabulary.</p> <p>Read the story 'The Colour Monster' Enjoy listening to stories and join in with songs.</p> <p>Engage in story times.</p> <p>Snack and chat sessions</p>	<p>Fine Motor: tearing/scrunching tissue paper, clay, stacking bricks, pipe cleaners into holes.</p> <p>Gross Motor: P.E. - Children Therapy Pack – Physical Development</p>	<p>Snack chat time</p> <p>PSHE- HeartSmart – 'Get HeartSmart' - Happy and You Know It.</p>	<p>Phonics –Little Wandle Week 4 - ck, e, u, r</p> <p>Children to practice writing pre- writing patterns.</p> <p>Children to practice name writing by tracing.</p> <p>Read the story 'The Colour Monster' Children to complete activities linked to the story.</p>	<p>Number of the week – 2</p> <p>Counting groups of objects to 5 – careful counting.</p> <p>Counting actions and sounds – cardinal numbers. Knowing the final number is the total.</p> <p>Number formation</p> <p>NCETM – Week 2 – Counting, cardinality and ordinality</p>	<p>Children to make a star showing what they want to be when they grow up.</p> <p>Look at different jobs in the community.</p> <p>Welly Walk Wednesday Art outside! – make a piece of art using natural objects from the woodland trail.</p>	<p>Art: Draw a self-portrait using mirrors.</p> <p>Music: Rosie's Walk: Explore how instruments can be played. Create sounds to match the animals in the story.</p>
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6	<p>My family</p> <p>Talk about their family members. People who are special to them.</p> <p>Role play – Home Corner Model play with the children and explore new vocabulary.</p> <p>Read stories about families.</p> <p>Engage in story times.</p> <p>Snack and chat sessions</p>	<p>Fine Motor: Using a pencil with control. Correct pencil grip.</p> <p>Gross Motor: P.E. - Children Therapy Pack – Physical Development</p>	<p>Literacy – Books about families</p> <p>Snack chat time</p> <p>PSHE- HeartSmart – 'Get HeartSmart' - Boris Face Dough</p> <p>PSHE- HeartSmart – 'Get HeartSmart' - Boris' Hanging Hearts</p>	<p>Phonics –Little Wandle Week -5 h, b, f, l</p> <p>Children to practice writing pre- writing patterns.</p> <p>Children to practice name writing by tracing.</p> <p>Literacy: Read stories about families</p> <p>Drawing picture of their family and labelling their pictures.</p>	<p>Number of the Week – 3</p> <p>Making groups of 3 objects. Cardinal numbers.</p> <p>Matching a number to a set (up to 4).</p> <p>Number formation</p> <p>NCETM – Week 3 – Composition</p> <p>Counting number songs</p>	<p>What do I enjoy doing with my family? Sports, art, walks etc</p> <p>Welly Walk Wednesday Bug hunting! Walk in the outside space – find bugs and identify, draw pictures, make models of them etc...</p>	<p>Art: Paint pictures of our families, including pets and houses.</p> <p>Music: Rosie's Walk: Explore playing techniques and sound making.</p>
7	<p>We are Special</p> <p>Role play – Home Corner Model play with the children and explore new vocabulary.</p> <p>Read stories about families.</p> <p>Engage in story times.</p> <p>Snack and chat sessions</p> <p>Children to communicate who is special to them. To communicate who is special to Christians.</p>	<p>Fine Motor: Using crayons to practise letter formation. Correct pencil grip.</p> <p>Gross Motor: P.E. - Children Therapy Pack – Physical Development</p>	<p>Children to communicate who is special to them. To communicate who is special to Christians.</p> <p>Snack chat time</p> <p>Drugs and Alcohol Education</p>	<p>Phonics –Assessment week – Revisit the sounds from this half term.</p> <p>Children to practice writing pre- writing patterns.</p> <p>Children to practice name writing by tracing.</p> <p>Encourage writing opportunities based on children's' own experience/interests.</p>	<p>Number of the Week – 4</p> <p>Subitising numbers to 6</p> <p>Counting a set and writing the number.</p> <p>NCETM – Week 4 – Subitising</p> <p>Counting number songs</p>	<p>Welly Walk Wednesday Longitudinal Tree study – chn to pick a tree and have photo taken by it...revisit tree in Spring and Summer! What does it look like now? Predict the changes in future...</p> <p>RE: WALT: talk about a person that is special to us. Think about what makes a person special. Who is special to Christians?</p>	<p>Art: Special person – using any materials they choose, collage, paint, drawing.</p> <p>Music: Rosie's Walk: Listen and respond to music.</p>