

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

As part of our Growth Mindset approach we are collaborative, resilient, disciplined, imaginative and curious learners

Prime Area: Communication & Language

- Talk activities through, reflecting on and modifying actions
- Listen attentively to stories, responding with relevant comments, questions and actions
- Listen to and follow instructions
- Respond to 'how' and 'why' questions about own experiences
- Use language to imagine and recreate roles and experiences
- Sings simple songs from memory
- Begin to connect ideas and events

Prime Area: Physical Development

- Show appropriate control in small scale movements – team games and agility
- Move with confidence, imagination and in safety
- Show awareness of space, self and others
- Demonstrate fine motor control and coordination
- Use small equipment, showing a range of basic skills
- Begin to know importance for good health of physical exercise and a healthy diet
- Manage own personal hygiene
- Develop stamina through Golden Mile running activities

Prime Area: Personal, Social & Emotional Development

- Settle into new school community – begin to develop new friendships
- Display high levels of involvement in self chosen activities linked to topic
- Understand that there needs to be agreed codes of behaviour that need to be followed
- Select and use activities and resources independently
- Working with Others (WWO) skills:- knowing and using names, eye contact
- Respond to significant experiences, showing a range of feelings when appropriate
- Have a developing awareness of own needs, views and feelings and show sensitivity to the needs, views and feelings of others

Literacy: Reading and writing

- Develop phonic skills to support reading e.g linking some sounds to letters
- Begin to recognise a few familiar words
- Begin to demonstrate understanding when talking with others about what they have read
- Experiment with mark making, sometimes ascribing meaning to the marks
- Use some clearly identifiable letters to communicate meaning
- Represent some sounds correctly in own writing
- Hold a pencil and use it effectively to form recognisable letters, most of which are correctly formed (on going) and in pre-cursive style for own name

Sounds of the Sea



- Ask questions about why things happen and how things work, looking closely at similarities, differences, patterns and change linked to topic
- Observe and reflect on seasonal changes
- Undertake investigations e.g explore sinking and floating, explore different sounds and how they are made
- Find out about and identify the uses of everyday technology at home and school e.g how to use digital media such as cameras and iPads safely and appropriately
- RE:- 'I'm Special'

**Underwater Class Topic Web
TERM 1 Autumn 2019**

EYFS Medium Term Planning, based on the characteristics of effective learning:- playing and exploring, active learning, creative and critical thinking

Mathematics

- Use positional language e.g up/down; left/right through physical development
- Recognise differences in quantity when comparing sets of objects e.g to find one more or one less from a group of objects
- Sort and compare natural and manmade objects and talk about sorting
- Count and use numbers from 1 to 20
- Place numbers in order
- Order items by length or height
- Begin to explore shapes to create patterns

Expressive Arts & Design

- Use a variety of different media including drawing tools to create representational pictures
- Explore colour, texture, shape, form and space in two or three dimensions
- Represent ideas through design and technology to create 3D models
- Use imagination in art and design, music, dance, role play and stories
- Respond in a variety of ways to what s/he sees, hears, smells, touches and feels
- What's that Sound? Make and combine loud and quiet sounds, in a variety of ways eg body percussion & percussion instruments