

All About Me

EYFS Autumn 2020

Key Question - What makes me special?

Subject	Content to be covered	Key Skills	Key Vocabulary
Literacy	<p>Writing - mark making, writing simple words and captions, name writing and explanations, introducing handwriting, writing letters (Christmas)</p> <p>Reading - stories about starting school, ourselves, reading simple words and phrases, recognising high frequency and tricky words, retelling stories, discussing characters, events and settings in stories</p> <p>SPAG/Phonics - Introducing letter sounds, oral blending and segmenting, Phonics Phase 1 and 2.</p>	<p>I can hold my pencil correctly and use it to form recognisable letters.</p> <p>I can copy letters from my name.</p> <p>I can give meaning to marks as I draw, write and paint.</p> <p>I can give meanings to marks I see in different places.</p> <p>I can hear and say the initial sound in words.</p> <p>I can link sounds to letters - naming and sounding the letters of the alphabet.</p> <p>I can write my own name.</p> <p>I can attempt to write labels and captions.</p> <p>I can continue a rhyming string.</p>	<p>Non-fiction, fiction, story, true, character, event, sounds, handwriting,</p>
Maths	<p>Number and place value - recognising numbers to 10 and challenging to 20, ordering numbers, writing numbers using our</p>	<p>I can recite numbers in order to 10.</p> <p>I know that numbers identify how many are in a set.</p>	<p>Numbers 0-20, more, less, same, fewer, add, take away, size, height, weight, tall,</p>

	<p>number writing rhymes, matching number cards to amounts of objects, counting how many we can see, counting actions and objects that cannot be moved (how many times can you jump / hop / clap etc), number hunts (what numbers can you spot)</p> <p>Addition and subtraction - which group is bigger / smaller, adding one more, taking one away (one less) to 10</p> <p>Measures - ordering items by size, investigating balance scales, using non standard measures (such as unifix cubes to measure our feet)</p> <p>Shape - naming and describing 2D and some 3D shapes, real-life shapes (shape hunts - what shapes can we find in our environment)</p>	<p>I can match number and quantity correctly.</p> <p>I can compare two groups of objects.</p> <p>I can separate a group of objects in different ways and know that the total is still the same.</p> <p>I recognise numerals to 10 and then to 20.</p> <p>I can count objects to 10 and then 20.</p> <p>I can select the correct numeral to represent 10 objects and then 20.</p> <p>I am beginning to use the words involved in adding and subtracting.</p> <p>I can find the total number of items in two groups by counting all of them.</p> <p>I can find one more or one less from a group of up to five objects, then ten objects.</p> <p>I can use mathematical names for 2D and 3D shapes and mathematical terms to describe them.</p> <p>I can order two or three items by length, height and weight.</p> <p>I can talk about the shape of everyday objects.</p>	<p>short, long, heavy, light, shape names, shape properties</p>
<p>Understanding the World (Science, History, Geography, Computing)</p>	<p>Science - learning about our bodies, labelling basic body parts, the five senses, human growth (baby to adult), the importance of a healthy diet and lifestyle, what do we look like, where does our food come from (Harvest).</p> <p>Geography - learning about the world around us, Autumn walk and</p>	<p>I can show an interest in the lives of people who are familiar to me.</p> <p>I can talk about significant events in my own experience.</p> <p>I can look closely at similarities and differences.</p> <p>I know some of the things that make me unique.</p> <p>I can talk about changes.</p> <p>I can operate simple equipment.</p>	<p>Grow, change, baby, adult, child, human, different, same, body parts (head, leg, arm, hand, foot, fingers, toes, shoulder, facial features), Autumn, leaves,</p>

	<p>talking about the signs of Autumn, the timeline of our lives so far (links with science), noticing and talking about changes about our lives (moving from nursery to school / moving house / siblings) and how the environment changes.</p> <p>E-Safety: Online Safety - act safely online - always ask for help from an adult - follow the internet safety rules.</p>	<p>I can use technology for a particular purpose. I can use my senses to explore toys. I can talk about what I notice and find out through my investigations.</p> <p>I can go to exciting places online, but I need to follow rules to remain safe. I understand the importance of asking for help from an adult when on the internet. I should always be nice to people online.</p>	<p>trees, colours, fall, winter, cold, Harvest, food</p> <p>ONLINE SAFE BE NICE TELL</p>
<p>Expressive Art and Design (Art, DT, Drama, Music)</p>	<p>Art -we will be learning how to use different tools effectively and using our drawings to tell stories. We will paint pictures of ourselves in our school uniform and use mirrors to make sure we are choosing the correct colours for our features. We will be learning to add more details to our pictures of ourselves. We will investigate how to draw and paint different types of lines.</p> <p>DT - baking biscuits, we will learn basic food hygiene rules and follow simple recipes to make cakes and biscuits. We will measure and weigh ingredients.</p> <p>Music & Dance - We will be learning how to change the pitch and volume of our voices when we are singing and we will be singing lots of</p>	<p>I can explore what happens when I mix colours. I can construct with a purpose in mind using a variety of resources. I can select and use tools appropriately and safely. I can adapt my work where necessary. I can make music and dance. I can choose particular colours to use for a purpose. I can initiate new combinations of movement and gesture in order to express my feelings, ideas and experiences.</p> <p>MUSIC (COMPOSING) I can hear and recognise when a sound is high or low. I can hear and recognise when a sound is loud or quiet.</p>	<p>Paint, mix, colour, draw, design, stick, cut, mix, knead, bake, cook, ingredients, pencil, pastel, chalk, line, thick, thin, wavy, straight, tempo, slow, fast, volume, loud, quiet, pitch, high, low, rhyme, instrument names e.g. tamborine</p>

	<p>familiar songs and rhymes. We will begin to explore the sounds that different instruments make. We will also listen to different sounds and music and try to identify the different instruments that we can hear.</p>	<p>I can make my own songs using my voice. I can sing songs that I know well. I can play a musical instrument thinking about pitch and tempo. I can listen and identify instruments that I hear. I can play along to a beat. I can use instruments and my voice to make music. I can change the pitch and tempo to create an effect.</p>	
<p>Physical Development (PE, Fine / Gross Motor Skills, Health & Self-care)</p>	<p>PE We will be beginning to demonstrate control over our movements by using beanbags to balance and throwing and catching. We will move on to developing these skills with balls - learning how to throw and catch safely and confidently. We will be learning about the importance of space when exercising and playing running games.</p> <p>We will be learning about the importance of a healthy lifestyle and diet (links with science). We will be paying attention to our heartbeat and other changes in our bodies when we have been active.</p> <p>We will be using different tools and equipment to develop our fine motor control (scissors, pencils, tweezers) and we will complete a range of activities (such as threading).</p>	<p>I can experiment with different ways of moving. I can travel with confidence. I can travel under, over and through balancing and climbing equipment. I can jump in a sequence forwards, backwards and side to side. I can hop on each leg. I can show good control and co-ordination in large and small movements. I can move confidently in a range of ways, safely negotiating space. I can handle equipment and tools effectively. I can show awareness of space, of myself and of others. I can move with control and coordination. I can eat a range of healthy food stuffs and understand the importance of a varied diet. I understand the importance of a healthy lifestyle.</p>	<p>Control, move, space, speed, release, direction, pick up, kick, catch, throw, jump, hop, skip, travel, balance, climb, safe, careful, healthy, diet, exercise, food, sleep</p>

<p>Personal, Social and Emotional Development</p>	<p>'All About Me' - we will be getting to know each other through a range of games and talking activities (circle times). We will be learning about differences and similarities between ourselves and others. We will share information about our families and the special people in our lives. We will talk about the people who help us and how we help them. We will begin to talk about our feelings and those of others - including how we affect other people through our words and actions.</p>	<p>I can talk to other people about my own needs, wants, interests and opinions. I can describe myself in positive terms and talk about my abilities. I know that my actions affect other people. I can negotiate and solve problems. I can talk about how me and my friends show our feelings. I can help other people when they are upset. I can talk about ways to keep myself healthy and safe.</p>	<p>Feelings, good, happy, sad, bad, wrong, best, sorry, please, thank you, manners, think, care, kind, healthy, safe, exercise, food, diet, unhealthy</p>
<p>Communication and Language</p>	<p>Speaking and listening - taking turns in conversations, sharing ideas and experiences with the class and in small groups, circle times. Listening to information in non-fiction books and beginning to use this information in our writing. Talking about what we have read in books and heard in the stories that people tell us.</p>	<p>I can maintain my attention during a focused activity. I can listen to stories and information sharing, responding with relevant comments and questions. I can listen to other people in conversations and respond appropriately. I can respond to instructions following a two part sequence. I can answer how and why questions about my experiences and in response to a story or events. I use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can express myself clearly, showing awareness of the listener. I can develop my own explanations by connecting ideas and events.</p>	<p>Listen, speak, turn, attention, focus, explain, why, how, follow, instruction, because</p>

