

EYFS possible lines of development

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|    | <p>Autumn 1<br/>Reception</p> | <p>Week 1, 2, 3- All about me, family and feelings<br/>Week 4, 5- Senses<br/>Week 6, 7, 8- People who help us</p>  | <p><b>Hook:</b> role play corner, pictures of families on discussion board<br/><b>Outcome:</b> self- portraits to form a mini exhibition<br/><b>Hook:</b> visit from PWHU<br/><b>Outcome:</b> make a fire engine</p>  |
| <p><b>Personal, Social and Emotional Development</b></p> <p><i>Making Relationships:</i><br/>Friendship- Link to emotions. Learning each other's names and taking turns. Play the getting to know you game with the ball, reminding children to ask what is your name? If needed.<br/>Getting to know the new routines.<br/>Books:</p> <p><i>Self-confidence and self-awareness:</i><br/>'Myself'- Settling in- new class/ school.<br/>'Family': discuss family/home. 'guess how much I love you'<br/>Books: 'The Two Grannies', 'So Much', 'I love you little monster'.</p> <p><i>Managing feelings and behaviour:</i><br/>Circle time/SEAL – New Beginnings and building relationships with new peers and teachers. Take photos of the children with different facial expressions and discuss. Ensure you have explained the classroom rules to the children.<br/>Books – Sydney, Stella and the Moon, Lost and Found.</p> <p><b>Circle times:</b></p> <p><i>Week 1</i></p> |                               | <p><b>Communication and Language</b></p> <p><i>Listening and Attention:</i><br/>Listening to focus stories and maintaining attention and eye contact during group and carpet times. Begin to develop ability to concentrate on independent activities tasks for short periods.</p> <p><i>Understanding:</i><br/>Listens to focus stories and begin to comment on them.<br/>Follows instructions- particularly those linked to new routines such as lining up, stopping for the register, tidying up etc.</p> <p><i>Speaking:</i><br/>Use language to communicate when speaking to adults and peers and when re-enacting roles in the role play. Develop confidence to contribute during circle times. (See PSED circle time focuses).<br/>Espresso: 'All about me' module.</p> | <p><b>Literacy</b></p> <p><i>Reading:</i><br/>Discussing stories we have read as a class and in small groups, predicting what comes next, discussing characters feelings and how we feel about a story.</p> <p><i>Week 1: writing assessments</i></p> <p><i>Talk for Writing:</i><br/>Week 2 onwards: <u>Goldilocks and the three bears</u><br/>Teaching first, next, then, finally</p> <p><i>Week 6, 7</i><br/>Character description of a character from Goldilocks and the Three bears.</p> <p><i>Week 5 writing focus: we are describing a character</i></p> <p><i>Week 6 writing focus: we are describing how a character looks</i></p> <p><i>Week 7: writing assessments</i></p> <p>Talk for writing weekly timetable:</p> |

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| <p>Feelings and all about me<br/>I can say my name and how old I am.<br/>What makes us happy? Sad? Why?<br/>What can we do to make others feel happy in reception?<br/>What do we need to do if someone is sad?</p> <p><i>Week 2</i><br/>Behaviour<br/>How can we act in Reception? How should we not act in reception? Can you show me your kind hands and feet?<br/>What is being a good friend? What will happen if I am not a good friend?<br/>(talk through behaviour chart and re iterate the classroom rules)</p> <p><i>Week 3</i><br/>Term 1a RRS- co- operation<br/>Share 'co-operation' PowerPoint with children from Fronter.<br/>Discuss what co- operation means and how we can show this in our Reception.</p> <p><i>Week 4, 5, 6, 7</i><br/>INTRODUCE PUPAC</p> |   | <p><b>Monday:</b> Teach TjW/ immitate text</p> <p><b>Tuesday:</b> Drama</p> <p><b>Wednesday:</b> Teaching strand focus</p> <p><b>Thursday:</b> Teach TjW/ immitate text</p> <p><b>Friday:</b> Teaching strand focus</p> <p><i>Phonics:</i><br/>Phase 1 with the whole class. Jolly Phonics songs. Alphabet song. Familiarise the children with the alphabet(how it looks)</p> <p>Begin phase 1 phonics week 5, split groups</p> <p><b>Begin reading records in week 4</b></p> |
| <p><b>Physical Development</b></p> <p><i>Moving and Handling:</i> Knowing the names of the different parts of the body, how different parts move and to know which parts of the body they use for diferent things/activities.<br/>Fine motor: scissor control, pencil control- drawing and colouring, play dough- making people who help us, members of their families etc.</p> <p><i>Construction:</i> my home /family members/garden/people who</p>  | <p><b>Mathematics</b></p> <p><i>Number:</i></p> <p><i>Week 1-3 RELATE BACK TO MATHS MASTERY</i></p> <p>Look at a selection of birthday cards with large numbers on the front. <i>Can you find how old you are? Which one will you have next year? Which one did you have last year? What is happening to the numbers?</i></p> | <p><b>Understanding the World</b></p> <p><i>Ourselves:</i></p> <ul style="list-style-type: none"> <li>• Interest table- range of books on emotions and starting school</li> <li>• World map: where do you/your family come from?</li> </ul>   |

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| <p>help us and their vehicles.</p> <p><i>Health and self care:</i> Children to understand the importance of drinking water, washing hands after using the toilet, eating lunch.</p> <p><i>PE:</i> following instructions, finding a space and developing spatial awareness. Stop/start games: traffic lights, Simon says, musical statues, bean game.</p> <p><i>Throw beanbags into a hoop. How many are in the hoop? How many are not in the hoop? Can you get them all in?</i></p> <p><i>Begin P.E week 3</i></p> <p>Practice lining up and moving around school safely.</p> | <p>Sort a range of birthday cards to find ages of family members. <i>How old is your brother? Can you pick out the card for his age? How is this number different to yours?</i></p> <p><i>Order birthday cards on a number line. There is a card missing. Can you tell me which one it is? How do you know? Can you create a card to add in?</i></p> <ul style="list-style-type: none"> <li>• Special numbers (age/birthday/door number).</li> <li>• Number songs, (big number song/ number rap).</li> <li>• Focus on 1:1 correspondence, counting, recognising numbers at least 0-10, 0- 20.</li> <li>• Number songs (one more/one less): 5 little speckled frogs/ducks, 5 current buns, 1 little finger. Books- 'Ten in the Bed', 'One Ted Falls Out of Bed', 'Nine Naughty Kittens'.</li> </ul> <p><i>Pattern</i></p> <p><i>Week 4- 5:</i></p> <ul style="list-style-type: none"> <li>• 2 colour repeat pattern using physical objects, colouring, cut and stick.</li> <li>• Repeating a sound pattern/ action pattern</li> <li>• Understanding that patterns are in a specific and set order.</li> </ul> | <p>Make a class display using children's photos and flags</p> <ul style="list-style-type: none"> <li>• Personal shoe boxes- children to fill shoe boxes with favourite items from home and discuss in show and tell.</li> <li>• Materials- children to make models using a range of materials such as jelly, straw, paper, wool etc. Children to use their senses to describe what happens when their models get wet. E.g- the difference in what they can see, smell, feel, hear.</li> <li>• Sand tray/ water tray/ mud tray/ pebble trays etc</li> </ul> <p><i>People who help us</i></p> <ul style="list-style-type: none"> <li>• visit from PWHU at beginning of unit</li> <li>• Learning about different PWHU when we need to get better, cross the road, in an emergency.</li> <li>• Road safety week- think.direct.gov.uk</li> <li>• Road safety week- setting up outdoor area to have lollipop ladies, waiting for green man etc etc</li> <li>• Describing who helps us when and why</li> <li>• Solving a mystery using clues</li> </ul> |
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|   | <p><i>Shape</i></p> <p><i>Week 6-7</i></p> <p>On a maths walk, ask children to talk about the shapes they can see in their surroundings. Take pictures and print them out. <i>Organise the shapes and explain how you have organised them.</i></p> <p>Shape hunt around the environment. <i>We are looking for squares. When you see one make a note of it in any way you want. Create a tally chart of how many squares the class found. Could we compare the different shapes by adding to this chart? What shapes could we add to it?</i></p> <ul style="list-style-type: none"><li>• Recognising and naming common 2d shapes<br/>(square, triangle, circle, oval, rectangle, pentagon, hexagon)</li><li>• Describing common 2D shapes, (counting sides and faces, grouping by properties)</li><li>• Shape songs: 2D shape song</li><li>• Shape hunt</li></ul> |  |
| <p><b>Expressive Arts and Design</b></p> <p><i>Exploring and using media and materials:</i></p> <p><b>Ourselves:</b></p> <ul style="list-style-type: none"><li>• Drawing of our families, our houses, our pets and our favourite things</li><li>• Self- portraits using mirrors to be contributed to Reception Portraits Exhibition</li></ul> |   |  |

- Making our houses using junk modelling

*Music:*

Clapping/ copying a rhythm, Sound and silence grid. *Songs:* I have a busy body, head, shoulders, knees and toes, if you're happy and you know it, hot cross buns. Play don't clap this one back.

*Being Imaginative:*

Home corner. Re-enacting home life

*Senses:*

- Creating optical illusions
- Painting with scented paints
- Scented play- doughs
- Cooking sweet foods and plain foods
- Making patterns

*Being Imaginative:*

Sensory area. Experiencing multisensory activities

*People who help us:*

- Collaging PHWU transport
- Making split pin figures
- Junk modelling PWHU vehicles
- Making police badges
- Making traffic lights
- Car tracks with cars/ paint
- Finger printing with ink
- Wood work- creating a wooden fire engine
- Making fire engines and helmets

*Music:*

Espresso- Marvellous machine/people who help us songs.