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| CoEL | <p>Characteristics of Effective Learning</p> <p>Playing and exploring: Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> |
| | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children, parents and practitioners will work together as a school community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>Play: At Penbridge, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’. Play is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</p> <p>EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at all times.</p> |

| | PSED | Com & Lang | Physical | Literacy | Maths | UW | EAD |
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| <p>Aut 1 What makes me marvellous?</p> <p>Baseline</p> <p>Texts – We're Going on a bear hunt Colour Monster</p> | <p>Build relationships. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> | <p>Settling in activities. Making friends – finding out about each other through circle times. Bring in photos - Children talking about experiences that are familiar to them. Rhyming and alliteration in familiar print. Shared stories. Model talk routines through the day e.g. "Good morning, how are you?"</p> | <p>ABC assessment on entry. Dough disco. Threading. Playdough. Assess walking /running/throwing balls. Any concerns use BEAM intervention.</p> | <p>Select books that should be familiar – display. Chn show interest in stories/rhymes. Encourage good routines L to R – follow print. Discuss pictures. Introduce phonics week 3. Assess name writing. Name writing daily.</p> | <p>Counting songs. Subitising and cardinality 1, 2, 3.</p> <p>Comparison- introduce more than and less than (just by looking)</p> <p>Recognise sequences pattern. Recognise specific attributes. Like a stick is long and an adult is tall.</p> | <p>Discussions around families/routines/ customs.</p> | <p>Exploring role play, songs, stories, acting out stories. Self portraits. Drawing/painting family/friends.</p> |
| <p>Aut 2 How do you celebrate?</p> <p>Texts – Stick Man Dear Santa Nativity</p> | <p>Begin to include others in their imaginative play/games. Shows confidence in the routines of school. Introduce zones of regulation - colour monster.</p> | <p>Model good listening skills/talking partners. Focus on following instructions. Opportunities to understand questions and begin to answer why/how. Story time - make predictions, ask questions around retrieval.</p> | <p>Start PE – getting changed. Start Drawing Club. Scissors skills – using helping hand when cutting. Beginning to form some recognisable letters – for name/mum/dad. Dough disco. Threading. Playdough.</p> | <p>Start Drawing Club. VC/CVC oral/aural blending. Name writing daily. Tricky words phase 2. Making lists. Caption writing.</p> | <p>1 more/1 less. Counting accurately – check. Counting to 10.</p> <p>Verbally count beyond 20. Composition of 3 and 4.</p> <p>Create a repeating ABAB pattern. Use vocab of longer/shorter and heavier/lighter. Identify sphere or cube from a group of 3D shapes.</p> | <p>Talk about how they celebrate and customs they have. Use photos from home. Fireworks Diwali Christmas Look at changes in the seasons – similarities/differences. Autumn walk – collect autumn objects to discuss.</p> | <p>Shape clay – diva pots. Wax resist for fireworks. Pastels on black paper for fireworks. Draw/create autumn pictures. Xmas crafts – parents in.</p> |
| <p>Spr 1 What is your favourite toy?</p> <p>Texts – Dogger The Toy Sale Non fiction</p> | <p>Settle back into routines after holiday. Shows confidence and perseverance. Show empathy towards others.</p> | <p>Using talk to describe their toys – develop nouns around materials, describing using adjectives. Uses language to create roles in play. Story time - make predictions, ask questions</p> | <p>Chn should be using tripod grip. Chn can select ways to move and do this with ease and safety. Shows increasing accuracy when throwing/kicking balls.</p> | <p>CVC/CVCC/ CCVC segmenting and blending. Tricky words phase 3. Caption and sentence writing. Letter formation is improving.</p> | <p>Focus on 6 & 7 as '5 and a bit'. Compare sets using more than, less than and equal to. Make unequal sets equal.</p> | <p>Technology - beebots</p> | <p>Select materials for purpose – Design and make their own toys using junk modelling.</p> |

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| | | around retrieval and model inference. | Dough disco. Threading. Playdough. More control being used over tools. | | Match numeral to quantity and focus on ordinality. Create a specific pattern like AAB Compare and match a wider variety of shapes with the same size and orientation. Recognise basic 3D shapes. | | |
| Spr 2 Who is your hero? How do we know it's spring? Texts – Supertato Handa's surprise Oliver's fruit/veg | Understanding of fair/unfair. Begin to solve problems. | Explains their thinking in different situations. Can describe events. Story time – reading web, work on comprehension. | Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Dough disco. Threading. Playdough. More control being used over tools. Understands about how to keep healthy and can make healthy plates/ superhero energy drink. | Sentence writing. Use CL for I. Use story maps. Write wanted posters. Writing recipes. Label plants. | Doubles. Composition of 7 & 8. Odd and even numbers. Combine shapes to make a picture. Begin to use units to compare things. | Look at changes in the seasons – similarities/differences. | Printing using vegetables. Make superhero masks. Design and make own Supertato. Design and make a healthy plate – collage. |
| Sum 1 Which animals might you see at the farm? Texts – Farmer Duck Duck in the Truck Pig in the pond | Can modify behaviour on school trip. Solve behaviour difficulties using taught strategies (zones of regulation). Can solve disagreements with others – asking for support if needed. | Use past, present and future tenses when talking. Can explain their thinking and clarify and give reasons. Story time – reading web, work on comprehension. | Focus on drawing pictures of animals with increasing care and accuracy around pencil control. Handwriting families. Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. Running races. | Chn use story maps/flow maps to create a story. Label animals. Write recount using photos of trip. Use phonics well when spelling. Read simple sentences when text is phonetically decodable. Read phase 2 and 3 tricky words. Phase 4 tricky words. | Automatic recall of number bonds to 5. Introduce the Rekenrek. Review of number patterns, composition of numbers to 10, comparison and counting. Predict results of moving shapes using mental images (any direction or amount). Use time sequencing vocabulary. | Make observations about animals – talk about baby animals and their names. Talk about where food comes from. Technology – drawing pictures on 2paint, write a sentence | Enjoy performing role play scenes, songs, dances. Selecting materials carefully for a purpose – making informed choices. Design and make animal homes. Paintings on animals – colour mixing. Models of animals. |

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| <p>Sum 2 Can you tell me a story?</p> <p>Texts - Jack and the beanstalk 3 Billy Goats Gruff</p> | <p>Can play games and take turns with little adult support. Show interest in other chn's play and build upon this.</p> | <p>Build upon stories and use phrases that are familiar in their own talk, play and learning. Develop narratives. Story time – reading web, work on comprehension.</p> | <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Focus on drawing pictures for stories with increasing care and accuracy around pencil control. Handwriting formation is improving – build this into interventions as needed.</p> | <p>Chn use story maps/flow maps to create a story. Write wanted poster. Use phonics well when spelling. Read simple sentences when text is phonetically decodable. Read phase 2 and 3 tricky words. Phase 4 tricky words.</p> | <p>Counting larger sets of objects. Subitising to 6. Composition of 10. Comparison- linked to ordinality.</p> <p>Name shapes: circles, squares, and triangles. Rotate and reflect shapes to fit into a puzzle to create a shape or picture.</p> | <p>Growing beans/creep – understanding what plants need to grow well. Technology – drawing pictures on 2paint, write a sentence.</p> | <p>Enjoy performing role play scenes, songs, dances. Selecting materials carefully for a purpose – making informed choices.</p> <p>Make a bridge.</p> <p>Make a beanstalk.</p> |
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