

# EYFS Areas of Learning: Class 1 Autumn Term 1 'All About Me/Ourselves'

N.B. These are 'intended' activities and can be changed/adapted to take into account each child's interests and individual needs

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## Personal, Social and Emotional

- Settling in to new year groups, classroom, routines and expectations
- The first couple of weeks will be spent getting to know each other & for the children to explore their environment
- Begin to understand the need for rules and why they are important in Class 1
- Reinforce hygiene and hand washing songs to support and remind children
- Understanding self-care and making healthy choices- eating healthily, exercising, relaxation, managing own personal hygiene especially handwashing
- Begin to learn the routines and rules of the classroom and the school day
- Circle time: Talk about things we enjoy doing at school, at home/with family and friends
- Share story books about starting school and about different families & communities
- Play circle games with the emphasis on playing together, sharing & taking turns
- Exploring our different emotions: sadness, happiness, excitement, worry, anger. Use story books to explore and make sense of these feelings



## Physical Development

### Gross Motor Skills

- Run laps around the school field/playground taking it in turns to lead with an exercise - skipping/side stepping/hopping/jumping
- Looking after ourselves and understanding how to look after our bodies and what they need to stay healthy
- Explore different ways of travelling using space in the hall and outdoor area
- Use small apparatus box in outdoor play area- beanbags, bats and balls, quoits, different textured & shaped balls
- Use the adventure trail outside: practise skills of climbing & balancing
- Use bikes and scooters on large playground

### Fine motor skills

- Use sewing cards, threading, painting, Lego, jigsaws, scissors, peg boards
- Explore using different types of crayons, chalks, brushes, pencils & other writing tools and experiment with mark making
- Use malleable materials and tools with increasing control
- Daily dough gym exercises to strengthen hands for writing
- Use chalks and other media on a larger scale in the outdoor area to 'write'
- Use water and paint brushes to experiment with mark making outside on walls



## Communication and Language (listening, Attention and Understanding/Speaking)

- Talking about routines of the day. Create a simple timetable to show the sequence of the day. Talk about the things that will happen and when.
- Settling in activities to support making friends and getting to know each other
- Talking about experiences that are familiar to them
- Sharing and talking about each other - 'About Me!'
- Re-enact roles & experiences in home corner using resources
- Lots of rhyming songs, activities and games
- Listen carefully to each other when sharing 'news' and during circle time. Ask & answer questions
- Following a simple set of instructions

### Literacy Comprehension

- Joining in with rhymes & songs
- Showing an interest in stories and joining in with repetitive phrases
- Sequencing familiar stories when talking about them and using pictures/artefacts to retell a story
- Read stories linked to topic: e.g. The Tiger Who Came To Tea, Owl Babies, Titch stories by Pat Hutchins, My Mum and Dad make me laugh
- Select books of own choice to read and retell stories in home corner role play/reading area

**Reading:** Phase 1 (Nursery) & Phase 2 (Reception) phonic activities daily – initial sounds, oral blending, CVC sounds. Home reading books to be introduced to reception children consistent with their developing phonic knowledge

### Writing:

- Making individual books about 'My Family' & 'All About Me'
- Making a class book about 'Ourselves'
- Write own name at every opportunity: on any work, label for a model, in sand, tracing letters, using writing area
- Using paint brushes and water to 'write' and mark make
- Use finger paints to mark make and write own names

## Maths Number (Following White Rose Maths) Focus on Early Mathematical Experiences

- ♦ Opportunities to find and match objects which are the same
- ♦ Opportunities for sorting collections of objects in different ways e.g. sorting 2D & 3D shapes, sorting a box of buttons
- ♦ Play games such as 'Guess My Rule' when sorting objects
- ♦ Compare quantities and amounts of groups of objects – counting to find out which has more/less/ fewer? Are any groups equal?
- ♦ Introduce 5 /10 frames when counting items
- ♦ Introduce Numicon when counting and recognising the value of numbers to 10
- ♦ Sing number rhymes and songs
- ♦ Compare size, mass and capacity – in the sand and water areas explore a variety of containers when filling and emptying
- ♦ Baking to explore measuring ingredients and using weighing scales
- ♦ Make simple patterns – use natural materials found outside e.g. leaves, conkers, stones
- ♦ Create own repeating patterns – ask a friend to copy their pattern
- ♦ Measure heights of each other using large plastic bricks
- ♦ Order heights of the children- who is the tallest/shortest?
- ♦ Ordering members of family by age/size
- ♦ Make simple repeating patterns using various objects
- ♦ Make own pictures using 2D shapes- talk about & describe the shapes used.
- ♦ Make repeating patterns using flat shapes
- ♦ Make models using 3D shapes. Copy a pattern using various objects and make own patterns. Look for 2d & 3d shapes in the environment
- ♦ Ordering the heights of children: using non -standard units
- ♦ Use the class clock daily to talk about time
- ♦ Use registration time to reinforce the language of time: days of the week, months of the year, times in the day, yesterday, this morning, tomorrow

## Understanding the World

### Past & Present

- Identifying their own family. Talking about photos of family and naming who they can see & what relation they are to them
- My History: How have I changed from a baby to now? Simple timelines to show how I have changed from a baby, to a toddler to now

### The Natural World

- Observe seasonal changes – start to explore and find out about the changing season and Autumn time

### People, Culture and Communities

Participate in Harvest Festival



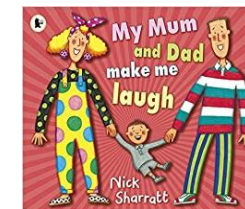
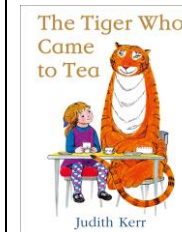
## Expressive Arts and Design

### Creating with Materials

- Make collages of names /numbers using different textured materials
- Use collage to create a face
- Make pictures using footprints, handprints, fingers
- Use finger prints to write own names
- Self portraits using paint, pastels, chalks - use mirrors
- Draw 'My Family'- focus on scale & size of family members

### Being Imaginative & Expressive

- Sing songs and rhymes – I've got a body, Heads, shoulders, knees & toes
- Clap syllables in names and make into patterns over a steady beat
- Explore different ways of making sounds & how they can be changed using musical instruments
- Create imaginative 'small worlds' using a variety of resources
- Explore various construction kits to build models
- Take part in pretend/imaginative play



| Communication  | In The News   | The Arts   | Paperless Maths  |
|--|---|--|--|
| <p><b>We will be:</b><br/>           Establishing class rules &amp; Working together to make them<br/>           Learning about the importance of sharing &amp; taking turns &amp; respecting each other's differences<br/>           Talking about any worries/ difficulties children may have on returning to school</p> | <p>Becoming aware and noticing the changes in the weather and seasons as we move into Autumn time.</p> <p>Preparing for and taking part in Harvest Festival</p> | <p>Use different materials to create self-portraits and display in classroom<br/>           Mixing colours to create different effects- light and dark shades</p> <p>Respond to music &amp; Create own dances to percussion instruments</p> <p>Express like and dislikes to any music they listen to</p> | <p>Measuring the playground using metre sticks and ourselves!<br/>           Introduce the mud kitchen in our outdoor play area and use it to measure 'ingredients' e.g soil, compost, leaves, twigs, bark, etc.<br/>           Counting natural materials outside: stones, leaves etc.<br/>           Creating repeating patterns using natural materials</p> <p>How far can we throw a ball or a bean bag/jump - use different ways of measuring</p> |