

## Writing

\*Sometimes gives meaning to marks as they draw and paint. \*Gives meaning to the marks they draw, write and paint. \*Ascribes meanings to marks that they see in different places. \*Uses emergent writing skills eg letter shapes/strings to communicate meaning. \*Writes some or all of own name Writes some recognisable letters. \*Hears and says initial phonemes in words. \*Links some (taught) phonemes to graphemes

## EYFS

## ADVENT 1

## Maths

Accurately counts objects/actions in different context to 5 (one to one correspondence).

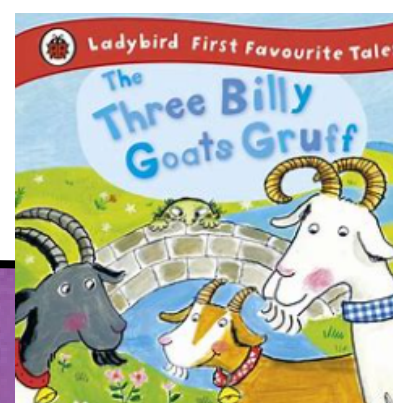
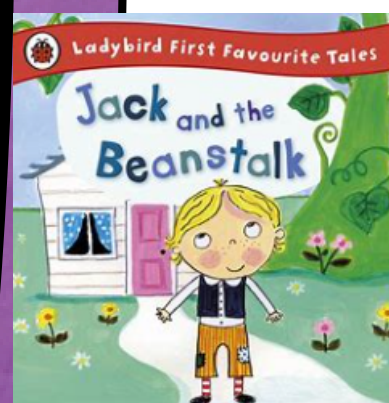
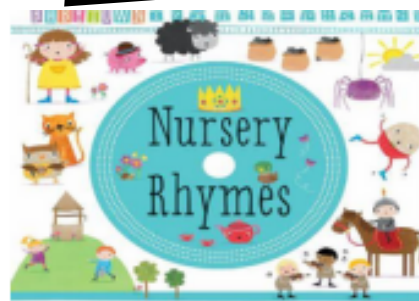
Selects the correct numeral to represent 1-5, then 1-10 objects

Begins to use the vocabulary involved in adding and subtracting (more, add, altogether, take, away, less, less, than fewer)

## Reading

\*Recognises rhythm in spoken word (counts/claps syllables). \*Shows an interest in illustrations and print in books and print in the environment. \*Recognises familiar words and signs such as own name and advertising logos. \*Looks at books independently and handles carefully. \*Holds books correct way up and turns pages \*Knows that print in English is read from left to right/top to bottom. \*Hears, says and can recognise initial phonemes/grapheme within phase 2 for all words. \*Segments sounds in simple words and blends them together (CVC). \*Links some phonemes taught to graphemes. \*Read most phase 2 common exception words. \*Begin to read CVC caption and phrases. \*Re-reads book to build up confidence, matching their phonics knowledge.

## Texts



## RE

Our first topic is 'Creation and Covenant' learning about God creating us, our families and the world. We will listen to and explore the Creation story in Genesis 1.

## Physical Development

### Gross Motor

- \*Experiments and combine different ways of moving.
- \*Jumps off an object and lands appropriately.
- \*Begins to negotiate space when racing and playing with other children, adjusting speed and changing direction to avoid obstacles.
- \*Explore and practice skills to travels, under, over and through balancing and climbing equipment.
- \*Explores how to push, pat, throw, catch or kick objects.

### Fine Motor

- \*Explore simple tools to effect changes to materials.
- \*Handles tools, objects, construction and malleable materials with increasing control.
- \*Shows a preference for a dominant hand.
- \*Begins to use anti clockwise movement and retrace vertical lines.
- \*Begins to form recognisable letters

EYFS

ADVENT 1

PSED

### Managing Self

Confident to speak about own needs and wants \*Describes themselves in positive terms. \*Usually is dry and clean during the day. \*Will attempt to eat a range of healthy foods. Settling in term observations \*Imitate healthy practice and actions eg sleep, exercise, hygiene and oral health. \*Shows some understanding for the need for safety when tackling new challenges. \*Practices some appropriate safety measures independently. \*To remain on a task for an increasing period of time, linked to interests. Outdoor area focus - using the climbing frame

### My Feelings

Understands own actions affect other people eg gets upset/tries to comfort a child they have hurt.  
\*Aware of boundaries set and behavioural expectations in the setting.  
\*Begins to negotiate and solve problems without a physical impulse or heightened emotion.

## Listening, attention & Understanding

- \*Maintains attention and sits appropriately during an activity.
- \*Listen and do for a short span (two channelled attention).
- \*Able to follow a story with props or pictures.
- \*Responds to simple instructions.
- \*Understands humour e.g., in stories

## Speaking

- Extends vocabulary e.g. grouping and exploring the meaning and sounds of new words.
- \*Uses language to imagine and recreate roles and experiences in play.
- \*Links statements and sticks to main theme/intention.
- \*Uses talk to organise, sequence and clarify ideas, and events. \*Introduces storyline or narrative into their pl

EAD

### Exploring Sounds

- \*Begins to build a repertoire of songs and rhymes.
- \*Plays alongside other children who are engaged in the same theme. \*Introduces a narrative into their play based on own experiences. \*Plays cooperatively as part of a group to develop and act out a narrative.

- \*Begins to perform songs and rhymes with others and expresses themselves using music.

### Junk Modelling

- Explores a range of simple tools.
- \*Begins to use props and materials to role-play their own experiences



## Forest School

We will be learning about the rules in Forest Schools and how we can be safe

Equipment:  
waterproofs  
wellies

EYFS

ADVENT 1

## Past and Present

\*Shows interest in and talks about the lives of people and places that are familiar to them. \*Talks about significant places based on own experiences. \*Shows an interest in different cultures and places. \*Talks about some similarities and differences in relation to friends, families and places \*Begin to draw on own experiences to talk about past and present. \*Begin to talk about lives of people around them

## People, Cultures and Communities

### Birthdays

Begin to draw on own experiences to talk about past and present. \*Begin to talk about lives of people around them.

## The Natural World

\*Comments and asks questions about aspects of their familiar world such as place they live or natural world. \*Talks about some things that they have observed using their senses such as animals, plants and natural found objects. \*Talks about why things happen using a wider vocabulary eg leaves turning brown, why ice melts, different forces. \*Develops an understanding of growth, decay and changes over time. \*Understands the need to respect and care for the natural environment/living things