

Amble First School

Early Years Planning NEW FRAMEWORK

Term - AUTUMN

Topics covered:

	Nursery - Children will be learning to...	Reception Children will be learning to...
<b>PSED - AUTUMN TERM</b>		
	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	See themselves as a valuable individual Build constructive and respectful relationships. Manage their own needs
Vocabulary	Happy, sad, help, please, thank you, I like, I don't like	Like, enjoy, happy, upset, worried, excited, friends, teachers, classroom, rules
<b>PSED - SPRING TERM</b>		
	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Talk with others to solve conflicts Begin to understand how others might be feeling.	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others
Vocabulary	Friend, play, share, I feel, games, rules	Try, have a go, worried, confident, scared, friends,

PSED - SUMMER TERM		
	<p>Develop their sense of responsibility and membership of a community.</p> <p>Do not always need an adult to remind them of a rule</p> <p>Develop appropriate ways of being assertive.</p>	<p>Regulate their own behaviour independently in a range of typical and everyday situations.</p> <p>Follow instructions involving more than 2 or 3 steps.</p> <p>Respond appropriately in conversations or when answering questions, even when engaged in an activity.</p> <p>Know, understand and follow the class rules</p> <p>Talk about healthy food choices, listing healthy and unhealthy foods as well as explaining why healthy foods are important.</p> <p>Share, turn take and play cooperatively with others independently</p> <p>Recognise their own needs and the needs of others and respond appropriately and sensitively.</p>
Vocabulary	I want, I need, can I, would you,	Rules, healthy, share, I would like, friends, myself
Communication and Language -AUTUMN TERM		
	<p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Sing a large repertoire of songs</p> <p>Use longer sentences of four to six words.</p> <p>Use a range of vocabulary</p> <p>Understand a question or instruction that has one part.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p>

Vocabulary	Song, classroom, carpet, join, question, answer	Listen, fiction, non-fiction, story, rhyme, understand
<b>Communication and Language - SPRING TERM</b>		
	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
Vocabulary	Story, rhyme, listen,	Question, non-fiction, answer, think, first, next, last
<b>Communication and Language - SUMMER TERM</b>		
	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Respond to whole class discussions with appropriate and well thought out questions or comments. Ask questions to develop their own understanding Answer questions and make comments in full sentences, using the correct tense and a range of conjunctions. Use new vocabulary in a range of situations including group and play situations. Ask questions or make comments in groups, one to one and whole class situations. Demonstrate listening skills through the questions asked and comments made.</p>

Vocabulary	Why, how, I think, I can, I know	Question, answer, who, what, where, why, how
<b>Physical Development - AUTUMN TERM</b>		
	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p>
Vocabulary	Scissors, pencil, walk, run, crawl, knife, fork	Roll, hop, skip, climb, scissors, pencils, pens, cut, snip, healthy
<b>Physical Development - SPRING TERM</b>		
	<p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</p>

		<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>
Vocabulary	Stairs, climb, dance, build, scissors	Gymnastics, apparatus, handwriting, tripod
<b>Physical Development - SUMMER TERM</b>		
	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Show a preference for a dominant hand.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Use a tripod grip to begin to write more fluently</p> <p>Develop the skills to use a range of small tools correctly- scissors, paintbrushes, cutlery</p> <p>Move with energy, accuracy and confidence in a range of different ways such as running, jumping, dancing, hopping, skipping</p> <p>Find and maintain their own space in physical activities showing an awareness of others</p>
Vocabulary	Skip, hop, healthy, pencils, pens, team	Team, dance, movement, join, balance, handwriting
<b>Mathematics - AUTUMN TERM</b>		
	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc</p>	<p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Continue, copy and create repeating patterns.</p>
Vocabulary	Under, on, beside, circle, square, triangle, number	Pattern, repeat, numeral, more, less, fewer, count

Mathematics - SPRING TERM		
	<p>Recite numbers past 5.            Say one number for each item in order: 1,2,3,4,5.            Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').            Show 'finger numbers' up to 5.            Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.            Compare quantities using language: 'more than', 'fewer than'.            Describe a familiar route.            Discuss routes and locations, using words like 'in front of' and 'behind'.            Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Count beyond ten.            Understand the 'one more than/one less than' relationship between consecutive numbers.            Explore the composition of numbers to 10            Subitise            Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
Vocabulary	Number, count, in front of, behind, big, small	More than, less than, fewer, flat, curved, pentagon, hexagon, rectangle
Mathematics - SUMMER TERM		
	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').            Solve real world mathematical problems with numbers up to 5            Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.            Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.            Use informal language like 'pointy', 'spotty', 'blobs' etc.            Extend and create ABAB patterns - stick, leaf, stick, leaf.            Notice and correct an error in a repeating pattern.</p>	<p>Automatically recall number bonds for numbers 0-10.            Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.            Compare length, weight and capacity.</p>

	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
Vocabulary	Side, corner, straight, flat, round, pattern	Heaviest, lightest, bigger, smaller, long, short, number pair,
Literacy - AUTUMN TERM		
	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s
Vocabulary	Books, story, word	Letter, sound, word, story, character
Literacy - SPRING TERM		
	Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower case letters correctly Write short sentences with words with known letter-sound correspondences
Vocabulary	Story, writing, list	
Literacy - SUMMER TERM		
	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound

	<p>- page sequencing - we read English text from left to right and from top to bottom</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>
Vocabulary	Name, letter, sound	Sentence, capital letter, full stop,
<b>Understanding of the world - AUTUMN TERM</b>		
	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Show interest in different occupation</p> <p>Explore how things work.</p> <p>Talk about what they see, using a range of vocabulary.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Vocabulary	Job, outside, rough, smooth	Family, parent, brother, sister, home, season, autumn, change
<b>Understanding of the World - SPRING TERM</b>		
	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside</p>
Vocabulary	Plant, grow, outdoors, interest	Character, past, history, map, listen,
<b>Understanding of the World - SUMMER TERM</b>		
	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Understand that some places are special to members of their community.</p>

	<p>Show interest in different occupation</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>
Vocabulary	Family, take care, brother, sister, parent, place	Religion, environment, special, same, different
<b>Expressive arts and design - AUTUMN TERM</b>		
	<p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>
Vocabulary	Colour, mix, paint, instrument, noise	Art, play, pretend, listen
<b>Expressive arts and design - SPRING TERM</b>		
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>

	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	
Vocabulary	Sing, join, listen, like, dislike, picture	Listen, music, move, express
Expressive arts and design - SUMMER TERM		
	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
Vocabulary	Join, blocks, happy, sad,	Sing, dance, skill, resource, material