

Autumn EYFS planning map

British values

Democracy

Voting for their marble treat and for a RFP story
Class team and class family through the story [Full of love](#) and circle time
Baseline focus week for every child, then a second focus week
A visit from the Head teacher and a visit from a member of the community

The rule of law

School rules and class mascot
Risky play and problem solving

Individual liberty

Whole class and individual praise
Scaffolding learning
Zones of regulation and the calming area
Mutual respect and tolerance of different faiths and beliefs
Home visits to find out every child's religion and home life background
Parent meeting to find out more about the families background

Communication, language and literacy

F1

- ☼ Model reading in the reading area inside and the reading shed
- ☼ Model looking after books and teaching them that books are precious
- ☼ Introduce story and singing time and adapt the sessions/ length of time for children who are unable to sit- build this up over time (books in blue)
- ☼ Model writing for different purposes and talking about writing to the children

F2

- ☼ Model reading in the reading area inside and the reading shed
- ☼ Model looking after books and teaching them that books are precious
- ☼ Introduce story and singing time and adapt the sessions/ length of time for children who are unable to sit- build this up over time (books in blue)
- ☼ Teach set 1 single letter sounds and then special friends
- ☼ Assess children every half term and teach in homogenous groups
- ☼ Model writing for different purposes and talking about writing to the children
- ☼ Model using the tripod grip and how to form letters correctly
- ☼ Model using Fred fingers for spelling words

Mathematics

- ☼ Introduce block play and rearranging, placing, ordering and counting
- ☼ Go on a number hunt linked to the story [we're going on a leaf hunt](#)
- ☼ Discuss objects that are circular and add circles to the learning display
- ☼ Before group time, model counting the children by "touching each one and saying the number"
- ☼ Model identifying that number on the class number line
- ☼ Teach number rhymes that say the number names in order: [1 2 3 4 5 once I caught a fish alive, the ants go marching, One two buckle my shoe and rabbits rabbits 1 2 3](#)

F2

- ☼ Reinforce block play and model rearranging, placing, ordering focussing on number 0-5
- ☼ Include subitising and estimating to whole class maths sessions
- ☼ Teach addition following the long term plan
- ☼ Teach doubling following the long term plan
- ☼ Teach [doubling song](#) and use their fingers and objects
- ☼ Teach the names and properties for a circle, triangle and square during number focus
- ☼ Teach hey numbers in a line song and hide a number (all children to work out which number is hiding)
- ☼ Teach

Characteristics of effective learning

- ☼ playing and exploring - children investigate and experience things, and 'have a go'
- ☼ active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ☼ creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things'

Experiences

- ☼ Visit to St Catherine's church
- ☼ Head teacher visit and community visitor
- ☼ Library visits every week
- ☼ Powder paints station
- ☼ Outdoor experiments and sensory play trays set up
- ☼ Autumn hunt



Personal, social and emotional development

F1

- ☼ Introduction to zones of regulation through the story [Colour monster](#)
- ☼ Model using the calming area
- ☼ Teach and model using the sign for help
- ☼ Find out where all the areas are inside and outside through the book [Spot goes to nursery](#)
- ☼ Support the children to know where their belongings are kept and to get dressed for outdoor play through the song ['I've got to get ready'](#)
- ☼ Introduce Mr Potato head as an outstanding learner
- ☼ Model and remind children to use the snack area
- ☼ Play name games to find out who belongs to our nursery family

F2

- ☼ Build on what they know about the zones of regulation through the story [Colour monster](#) and [Colour monster goes to school](#)
- ☼ Reinforce the sign for help and model using full sentences "Miss Sefton can you help me find the end of the cello tape"
- ☼ Play zones of regulation games
- ☼ Model using the calming area
- ☼ Find out where all the areas are inside, outside and places and spaces around school (dinner hall, office, head teachers office and library) through the story [starting school](#)
- ☼ Reinforce Mr Potato head and our school rules
- ☼ Support the children to know where their belongings are kept and to get dressed for outdoor play through the song ['I've got to get ready'](#)
- ☼ Model and remind children to use the snack area
- ☼ Introduce using the internet to find out information through topics of interest
- ☼ Discuss internet safety linked to asking for permission and having an adult with you through the book [Sorry I forgot to ask](#)

January 2019 research says:

1% of 3-4-year olds have their own smartphone and 19% have their own tablet

52% of 3-4-year olds go online for an average of nearly 9 hours a week

45% of 3-4-year olds use YouTube

Physical development

- ☼ Discuss how to keep safe outdoors through outdoor whole group discussions
- ☼ Practice getting dressed for outdoors
- ☼ Explore outdoor spaces and resources for climbing, balancing and transporting
- ☼ Model using a range of materials through the book [mud, magnificent things, don't throw that away, when I build with blocks that live in the outdoor shed](#)

Expressive arts and design

F1

- ☼ Introduce the mark making, junk modelling, outdoor mark making and paint area to all children through the story [I am not a box](#)
- ☼ Introduce the small world area and enhance with objects of interest
- ☼ Set up provocations each morning
- ☼ Teach songs, poems and rhymes linked to the book being taught
- ☼ Introduce the small world animals through the book [Dear Zoo](#)

F2

- ☼ Introduce the mark making, junk modelling, outdoor mark making and paint area to all children through the story [I am not a stick](#) and recap what they know and remember from F1 (what they made, how they made it, the story I am not a box)
- ☼ Model using these areas to create things linked to the book being taught
- ☼ Talk to the children about what they're making/creating and the process that they're going through
- ☼ Set up provocations each morning linked to the book being taught
- ☼ Teach songs, poems and rhymes linked to the book being taught
- ☼ Model making music with loose parts and real instruments
- ☼ Identify a Bird, duck, cat, cow, dog horse and other animals and the noises they make through stories, songs and small world

Understanding the world (RE, Geography, History and science links)

F1

- ☼ Welcome to nursery through the book [Spot starts nursery](#)
- ☼ Myself and my family through circle time and the book [Full of love](#) (name, appearance, family)
- ☼ Introduce head, shoulders, knees and toes through the [song HSKT](#)
- ☼ All about autumn through the book [We're going on a leaf hunt](#)
- ☼ Introduction to powder paints, water play and small world

F2

- ☼ Welcome to reception through the story [Starting school](#)
- ☼ Myself and my family through [Full of love](#) recapping what they remember from nursery and introducing Aunties, Uncles, Cousins and Grandparents
- ☼ Welcome to the church family through the story [My Baptism non-fiction](#)
- ☼ Mr Potato Head has his Birthday linked to the story [Kipper's Birthday](#) and the church
- ☼ All about autumn through the story [squirrels squabble and pumpkin soup](#)
- ☼ Model powder paints, water play and small world especially for the children new to our setting
- ☼ Enhance the classroom with different materials/objects to touch and look at through a magnifying glass