



Pear Tree Primary School

EYFS Autumn Term 2023

Topic - All About Me and Traditional and Fairy Tales

Session	Book	Activities	Objectives covered over the term come from Development Matters 2021.
		In addition to below - the children will have phonics teaching with Little Wandles, handwriting, writing practise, P.E (multiskills/games), RE and music.	
Week 1	Baseline taking place Billy's and the big new school	<ul style="list-style-type: none">• Handprints• Measure length of body• Rules and routines• Getting used to environment• All About Me books - discuss• First painting• Name writing	Communication and Language – *Understand how to listen carefully and why listening is important. ◊ Learn new vocabulary. ◊ 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. ◊ Connect one idea or action to another using a range of connectives. ◊ Describe events in some detail. ◊ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ◊ Develop social phrases. ◊ Engage in story times. ◊ Listen to and talk about stories to build familiarity and understanding. ◊ 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.
Week 2 and 3	Baseline taking place Going to school / My Family / The Family book / Who's in my family? / Only One You /	<ul style="list-style-type: none">• Write a simple sentence about mum/dad/sibling.• Art – collage of family member• Match, sort and compare• Name writing• Forest school – mud faces• Writing names of family members• 2d house pictures• Picking and drawing fruit• Self portrait• Forest school – learning rules and see environment	

	What's my family tree?		<ul style="list-style-type: none"> ◊ Listen carefully to rhymes and songs, paying attention to how they sound. ◊ Learn rhymes, poems and songs. ◊ Engage in non-fiction books. ◊ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Week 4	Baseline taking place Little Red Hen	<ul style="list-style-type: none"> • Vegetable printing • Bread making • Sentence writing • Rhyming words • Make a hen – creative • Ordering story • Match, sort and compare • Making words with letters • Scavenger hunt 	<ul style="list-style-type: none"> ◊ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Week 5	Baseline taking place Goldilocks	<ul style="list-style-type: none"> • Sorting bears into size • Positional language / prepositions • Talk about measure and patterns • Colours • Role-play • Cutting • Broken chair scenario • Creative – make masks • Threading • Porridge tasting, pictogram and writing • STEM – make chairs and beds – lego 	<p>Personal, Social and Emotional Development –</p> <ul style="list-style-type: none"> ◊ See themselves as a valuable individual. ◊ Build constructive and respectful relationships. ◊ 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. ◊ Manage their own needs. <ul style="list-style-type: none"> – Personal hygiene ◊ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> – regular physical activity – sensible amounts of 'screen time' – healthy eating – having a good sleep routine – toothbrushing – being a safe pedestrian
Week 6	Pumpkin Soup	<ul style="list-style-type: none"> • Maths – sorting, counting, size, weight • Talk about measure and patterns • Observational drawings chalk • Pumpkin play and exploration • Make and taste soup • Printing • Writing to describe inside of pumpkin 	<p>Physical Development –</p> <ul style="list-style-type: none"> ◊ Revise and refine the fundamental movement skills they have already acquired: – rolling – walking – running – skipping – crawling – jumping – hopping – climbing ◊ Progress towards a more fluent style of moving, with developing control and grace. ◊ 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.
Week 7	Cinderella	<ul style="list-style-type: none"> • Magic wands • FS – natural wands • Re-tell story • It's me 1,2,3 	

		<ul style="list-style-type: none"> • Wand sizes • 2d shape castles • Clocks o'clock • Write a wish • Invitations • Size of feet, counting in twos 	<ul style="list-style-type: none"> ◊ 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. ◊ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ◊ Combine different movements with ease and fluency.
Week 1	Bonfire night and Diwali	<ul style="list-style-type: none"> • Clay Diyas • Learn about Diwali • Learn about the safety and history of Bonfire night • Firework paintings • Fire steel work • Numbers 1,2,3 	<ul style="list-style-type: none"> ◊ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ◊ Develop overall body-strength, balance, co-ordination and agility. ◊ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ◊ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Week 2	The 3 Little Pigs	<ul style="list-style-type: none"> • Retell story • STEM – build a house • FS – make a stick house, natura paints and forest art • Rhyming words with 'pig' • It's me 1,2,3 • Blow painting • Beebots – get pigs safely back home • Construction and building • Materials – strength / wind • Counting bundles of sticks 	<ul style="list-style-type: none"> ◊ Develop the foundations of a handwriting style which is fast, accurate and efficient. ◊ Further develop the skills they need to manage the school day successfully: – lining up and queuing – mealtimes
Week 3	The Gingerbread Man	<ul style="list-style-type: none"> • Gingerbread man maths activities • Science – will he make it across the river? • Designing your own Gingerbread man • Baking Gingerbread men • Writing key language and orally retelling • Circles and triangles • Fires striking skills in forest school 	<p>Literacy –</p> <ul style="list-style-type: none"> ◊ 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. ◊ 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. ◊ 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.
Week 4&5	Little Red Riding Hood	<ul style="list-style-type: none"> • Read a range of books/stories LRRH • Imagination / thoughts/ ideas • To write a shopping list 	<ul style="list-style-type: none"> ◊ Spell words by identifying the sounds and then writing the sound with letter/s.

		<ul style="list-style-type: none"> • Visit a shop • Learn how to cross the road safely • Draw maps • Write descriptions of characters • Write sentences about pictures from the story • Write get well soon cards • Weaving baskets • Make a wolf – cut and stick 	<ul style="list-style-type: none"> ◊ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. ◊ Re-read what they have written to check that it makes sense. <p>Mathematics –</p> <ul style="list-style-type: none"> ◊ Count objects, actions and sounds. ◊ Subitise. ◊ Link the number symbol (numeral) with its cardinal number value. ◊ Count beyond ten. ◊ Compare numbers. ◊ Understand the ‘one more than/one less than’ relationship between consecutive numbers. ◊ Explore the composition of numbers to 10. ◊ Automatically recall number bonds for numbers 0–5 and some to 10. ◊ Select, rotate and manipulate shapes to develop spatial reasoning skills. ◊ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ◊ Continue, copy and create repeating patterns. ◊ Compare length, weight and capacity. <p>Understanding the World –</p> <ul style="list-style-type: none"> ◊ Talk about members of their immediate family and community. ◊ Name and describe people who are familiar to them. ◊ Comment on images of familiar situations in the past. ◊ Compare and contrast characters from stories, including figures from the past. ◊ Draw information from a simple map. ◊ Understand that some places are special to members of their community. ◊ Recognise that people have different beliefs and celebrate special times in different ways. ◊ Recognise some similarities and differences between life in this country and life in other countries. ◊ Explore the natural world around them. ◊ Describe what they see, hear and feel whilst outside.
Week 6/7	Christmas	<ul style="list-style-type: none"> • Christmas cards • Christmas story • Maths 1,2,3,4,5 • Re-tell • Christmas crafts • Christmas songs • Christmas wish list • Seasons picture 	
Week 8	Christmas	<ul style="list-style-type: none"> • Christmas cards • Christmas story • Shapes with 4 sides • Re-tell • Christmas crafts • Christmas songs • Christmas wish list 	

			<ul style="list-style-type: none"> ◊ Recognise some environments that are different to the one in which they live. ◊ Understand the effect of changing seasons on the natural world around them. <p>Expressive Arts and Design – Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> ◊ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ◊ Create collaboratively, sharing ideas, resources and skills. ◊ Listen attentively, move to and talk about music, expressing their feelings and responses. ◊ Watch and talk about dance and performance art, expressing their feelings and responses. ◊ Sing in a group or on their own, increasingly matching the pitch and following the melody. ◊ Develop storylines in their pretend play. ◊ Explore and engage in music making and dance, performing solo or in groups.
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