

EYFS		Autumn 2017	OUR WORLD
Looks closely at similarities, differences, patterns and change.		<b>Science</b>	Distinguish between objects & materials Identify, compare & describe common materials
Children talk about past and present events in their own lives, and in those of their families.		<b>History</b>	Children talk about past and present events in their own lives, and in those of their families.-
Children know about similarities and differences in relation to places, objects, materials and living things.		<b>Geography</b>	Use geographical language to refer to local & familiar features Compare different locations to the uk.
Maintain attention, concentrates and sit quietly during appropriate activity Responds to instructions involving a two part sequence, understands humour e.g. nonsense rhymes, jokes Able to follow a story without pictures or props. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Continue a rhyming string. Hear and say the initial sound in words Gives meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words,  Write their name in air, sand, flour, with chalk or pencil and paper.  Introduce a storyline or narrative into their play.	<b>Literacy</b>	1) Stories with prediction, phrasing Labels, lists & captions Rhyming couplets 2) Stories with recurring literary language caligrams  Write sentences independently and read back what they have written. Put finger spaces between their words. Extend sentences using 'and'. Write correctly, phase 2 and 3 tricky words, as well as other commonly used words. Begin to add full stops and capital letters to their writing. Form letters correctly. Read simple sentences accurately, using skills learnt, decoding picture cues. Talk about what they have read with increasing detail.
Recognise some numerals of personal significance. Recognise numerals 1 to 5. Count actions or objects that cannot be moved. Counts objects up to 10 and begin to count beyond 10. Select the correct numeral to represent 1 to 5, then 1 to 10 Objects Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.		<b>Maths</b>	Read, write, count, order numbers 1-20 and beyond. Recognise teen numbers, beg. to split into tens/units. Add/subtract 1 digit number from 2 digit number. Estimate amounts Recognise and use coins to £2. Name 3D shapes and talk about their properties. Compare objects using the language of weight and Measure. Begin to estimate longest/shortest, heaviest/lightest.

Complete a simple program on a computer.	<b>Computing</b>	Communicate on-line safely & respectfully Recognise uses of ICT outside school
Explore what happens when they mix colours. Experiment to create different textures. Create simple representations of events, people and objects.	<b>Art</b>	Learn about a range of artists, craftsmen & designers Andy Goldsworthy, Kandinsky. Process art. Salad spinners.
Constructs with a purpose in mind, using a variety of resources.	<b>DT</b>	Design purposeful, functional & appealing products. Link to materials, keeping things hot/cold, best material.
Begin to build a repertoire of songs and dances. Explore the different sounds of instruments.	<b>Music</b>	Sing songs Play tuned & untuned instruments
They know about similarities and differences between themselves and others, and among families, communities and traditions.	<b>RE</b>	Special places – our church, places special to us. Christmas story, celebrations. What does Christmas mean to Christians?
Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set and of behavioural expectations in the setting.  Confident to speak to others about own needs, wants, interests and opinions.  Children play cooperatively, taking turns with others.	<b>PSHE</b>	Living in the wider world  What is friendship? What makes a good friend? How do we resolve friendship issues?  How are we all the same? Different? How do our differences make us unique?
Usually dry and clean during the day. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Experiment with different ways of moving.	<b>PE</b>	Simple group games Basic ball skills, throw/catch, bounce, pass, kick, roll.  Moving in different ways, over, under, through. Using different parts of the body to move and balance on
Children know about similarities and differences in relation to places, objects, materials and living things. Looks closely at similarities, differences, patterns and change.	<b>Outdoor</b>	Exploring nature and seasons Building simple structures, digging, mixing, fixing, Hammering,