

Topic: It's good to be Me!

Coverage – EYFS Areas of Learning

All statements are from Development Matters, unless highlighted as being an **ELG** or from the **PE progression documents**

| Communication and Language | Personal, social and emotional development | Physical Development | Literacy | Understanding the world | Expressive Art and Design |
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| <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs and personal hygiene. ELG</p> <p>Know and talk about the different factors that support being a safe pedestrian.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</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>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</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,</p> | <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Form lower-case correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write their name independently.</p> <p>Give meaning to the marks they make.</p> <p>Write simple cvc words.</p> | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</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>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> |

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| <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>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> | | <p>including lining up and queuing.</p> <p>Drop and catch with two hands.</p> <p>Aim and throw an object underarm.</p> <p>Send and receive a ball by rolling from hand.</p> <p>Catch a large object with two hands.</p> <p>Move and stop safely when instructed.</p> <p>Move around using limited awareness of others.</p> <p>Make simple decisions in response to a situation.</p> <p>Copy basic body actions and rhymes.</p> <p>Move freely with confidence and pleasure in a range of different ways.</p> <p>Experiment with different ways of moving.</p> | | | |
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Key Vocabulary

| Communication and Language | Personal, social and emotional development | | Physical Development | Literacy | Understanding the world | | | Expressive Art and Design | | |
|---|---|--|---|--|---|--|---|---|--|---|
| Above Across Around Backward Forward Behind Beside Between Directions Down Follow In front Inside Near Next to on over through turn under up Story Beginning Middle End (See vocabulary in PSED, EAD and UW) | Environment Community Different Emergency service Job Keyworker Local Same Similar Different Special Unique Like/dislike Favourite Prefer Care Help Healthy Kind Listen Rules Share Wait Action Behaviour Choice | Hygiene Family Adult Teenager Baby Toddler Care Communicate Cooperate Friend Helpful Instruction Introduce Feeling Emotions Angry Sad Happy Frightened Calm Love Jealous Proud Surprised Thankful Worried | Recipe Ingredients Method Mix Scales Weigh Hand washing Hygiene Fruit Healthy Throw Catch Aim Basket Underarm Roll Bounce Coordination Healthy Heart Exercise Yoga Namaste Poses Balance Still | Sounds Special friends Capital letter Alphabet Finger spaces Read Words Phonics Name Logos Label Story Beginning Middle End Title Author Blurb Illustrator Pages Logos Once upon a time Early one morning Unfortunately Luckily Finally | Environment School grounds Woodland Building Community Locality Clean Dirty Germs Hygiene Soap Wash Water Experiment Fair test Prediction Conclusion Results Season Change Weather Forecast Cloud Rain Rainbow Wind Sun Autumn | Building Bus Car House Landmark Park Road Pond Shop Street Church Factory Café Skeleton Muscles Joints Brain Heart Lungs Blood Healthy Hygiene Hibernation Migration Nocturnal | Past Present Change Now Then Answer Ask Question Compare Contrast Same Different Photograph Describe Discuss Explain Family Brother Sister Aunt Uncle Grandparent Cousin Parent Order Time Timetable Memory Remember Special event | Portrait Sketch Draw Line Compare Different same Colour Curvy Pattern Shape Smooth Straight Zig-zag House Bungalow Roof Windows Walls Bricks Slate Door Chimney Building | Collage Material Cut Stick glue Decorate Mix Paintbrush Roller Sponge Printing Handprint Watercolour Create Cut Glue Flat Design Junk modelling | Face Eye Nose Mouth Ears Feature Hair Smile Dough Pinch Roll Squeeze Flatten Attach Adapt Change Construct Structure |