

Autumn Term	EYFS Project Planning
Autumn 1: Marvellous Me	Autumn 2: Amazing World - Celebrations
Phase 1: Inspire and Motivate	Phase 1: Inspire and Motivate
Baseline/ school routine and rules All about me/ making friends/ what makes us special	Someone has lost the box of Christmas decorations for The North Pole. Children to design and makes some new ones to hang upon the tree.
Phase 2: Learn Specifics	Phase 2: Learn Specifics
<p>Baseline:</p> <p>PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Can usually adapt behaviour to different events, social situations and changes in routine. <p>PHYSICAL DEVELOPMENT:</p> <p>Moving and Handling</p> <ul style="list-style-type: none"> - Uses one-handed tools and equipment - Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. <p>Health and Self-care</p> <ul style="list-style-type: none"> - Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <p>COMMUNICATION AND LANGUAGE:</p> <ul style="list-style-type: none"> - Listens to others one to one or in small groups, when conversation interests them. - Listens to stories with increasing attention and recall. - Responds to simple instructions, e.g. to get or put away an object. - Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <p>LITERACY</p>	<p>PHYSICAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> - Keeps play going by responding to what others are saying or doing. - Aware of the boundaries set, and of behavioural expectations in the setting. <p>PHYSICAL DEVELOPMENT:</p> <p>Moving and Handling</p> <ul style="list-style-type: none"> - Uses one-handed tools and equipment - Handles tools, objects, construction and malleable materials safely and with increasing control. - Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Health and Self-care</p> <ul style="list-style-type: none"> - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <p>COMMUNICATION AND LANGUAGE</p> <ul style="list-style-type: none"> - Maintains attention, concentrates and sits quietly during appropriate activity. - Able to follow a story without pictures or props. - Listens and responds to ideas expressed by others in conversation or discussion. <p>LITERACY</p> <p>Reading</p> <ul style="list-style-type: none"> - Describes main story settings, events and principal characters. - Links sounds to letters, naming and sounding the letters of the alphabet.

<p>Reading</p> <ul style="list-style-type: none"> - Recognises familiar words and signs such as own name and advertising logos. - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Phonics <p>Writing</p> <ul style="list-style-type: none"> - Ascribes meanings to marks that they see in different places. - Gives meaning to marks they make as they draw, write and paint - Name writing. <p>MATHS</p> <ul style="list-style-type: none"> - Recognise some numerals of personal significance. - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects which cannot be moved. - Counts objects to 10, and beginning to count beyond 10. - <p>UNDERSTANDING THE WORLD:</p> <ul style="list-style-type: none"> - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> - Explores what happens when they mix colours. - Experiments to create different textures. 	<ul style="list-style-type: none"> - Hears and says the initial sound in words <p>Writing</p> <ul style="list-style-type: none"> - Hears and says the initial sound in words. - Can segment the sounds in simple words and blend them together. - Name writing <p>MATHS</p> <ul style="list-style-type: none"> - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. - Counts an irregular arrangement of up to ten objects. - Finds one more or one less from a group of up to five objects, then ten objects. - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Uses positional language. <p>UNDERSTANDING THE WORLD:</p> <ul style="list-style-type: none"> - Remembers and talks about significant events in their own experience. - Recognises and describes special times or events for family or friends. - Enjoys joining in with family customs and routines. <p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> - Manipulates materials to achieve a planned effect. - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently & appropriately. - Selects appropriate resources & adapts work where necessary. - Selects tools & techniques needed to shape, assemble & join materials they are using
<p>Phase 3: Apply and Share</p>	<p>Phase 3: Apply and Share</p>
<p>Children will look at how they are similar to their peers but that we are all different in our own ways. Children to create a self-portrait that will then be</p>	<p>Decoration sale Children to design and create a range of decorations that will then be sold at</p>

Displayed in class.	Christmas Bazaar as fundraiser for EYFS
All other areas to be covered in continuous provision or large group or small group.	All other areas to be covered in continuous provision or large group or small group.