

Autumn Term		EYFS Project Planning	
Spring 1: Once upon a time		Spring 2: Magic and Mysteries	
Phase 1: Inspire and Motivate		Phase 1: Inspire and Motivate	
Cinderella has written to us informing us of her upcoming wedding to Prince Charming. Unfortunately, she is so busy she is asking for our help to help invite the guests. We will consider some of the characters within a range of traditional tales and make a decision as to who to invite.		The children enter the room to discover various vegetables have been attacked and trussed up. They discover a letter from the Evil Pea explaining that he is taking over the world. One vegetable at a time. We have to use our super powers to capture and defeat the Pea.	
Phase 2: Learn Specifics		Phase 2: Learn Specifics	
<p>PERSONAL, 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. - Explains own knowledge and understanding, and asks appropriate questions of others. <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. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. <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>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> - Aware of the boundaries set, and of behavioural expectations in the setting. - Explains own knowledge and understanding, and asks appropriate questions of others. - Takes steps to resolve conflicts with others. - Can describe self in positive terms and talk about abilities. <p>PHYSICAL DEVELOPMENT:</p> <p>Moving and Handling</p> <ul style="list-style-type: none"> - 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. - Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed. <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. - Eats a range of food stuffs and understands need for variety in food. - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. <p>COMMUNICATION AND LANGUAGE</p> <ul style="list-style-type: none"> - Two channelled attention can listen and do for short span. - Able to follow a story without pictures or props. 	

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

LITERACY

Reading

- Describes main story settings, events and principal characters.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Hears and says the initial sound in words
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Writing

- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

MATHS

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to 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.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

- Listens and responds to ideas expressed by others in conversation or discussion.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Uses a storyline or narrative into their play.

LITERACY

Reading

- Describes main story settings, events and principal characters.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Writing

- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

MATHS

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to 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.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

<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 Exploring and using media and materials.</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>Being Imaginative</p> <ul style="list-style-type: none"> - Introduces a storyline or narrative into their play. - Plays cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> - Begins to identify own mathematical problems based on own interest and fascinations. <p>UNDERSTANDING THE WORLD:</p> <ul style="list-style-type: none"> - Looks closely at similarities, differences, pattern and change - Enjoys joining in with family customs and routines. <p>EXPRESSIVE ARTS AND DESIGN Exploring and using media and materials.</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>Being Imaginative</p> <ul style="list-style-type: none"> - Introduces a storyline or narrative into their play. - Plays cooperatively as part of a group to develop and act out a narrative.
<p>Phase 3: Apply and Share</p>	<p>Phase 3: Apply and Share</p>
<p>History off the page historical enactment company to visit and hold Cinderella ball.</p>	<p>A super hero workshop to discover other ways in which we can help protect and save our world.</p>
<p>All other areas to be covered in continuous provision or large group or small group.</p>	<p>All other areas to be covered in continuous provision or large group or small group.</p>