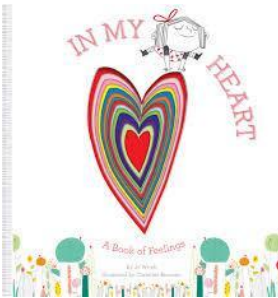
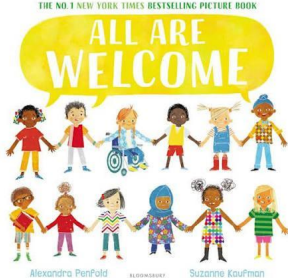
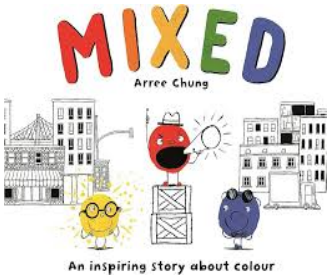




Where do I belong?

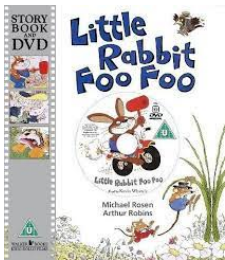
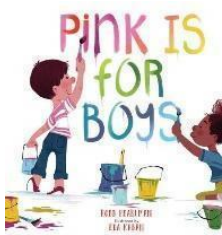
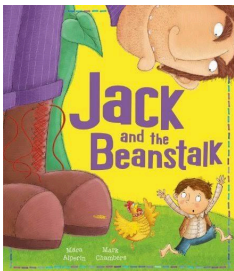
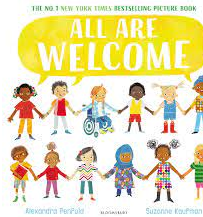
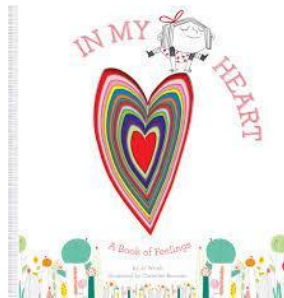
Term	Year Group	Duration	English	Mathematics
Autumn 1	EYFS - Reception	Half a Term 7 weeks	<u>Reading</u> Shows interest in illustrations and words in print and words in the environment. Look at and enjoy books independently. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound & say sounds for them. Describes main story settings, event principal characters in increasing detail. Begins to develop preferences for books linked to their interests, for example books on dinosaurs. <u>Writing</u> Gives meaning to the marks they make as they write. Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page. Uses language to imagine and recreate roles and experiences in play situations Introduces a storyline or narrative into their play. Hear, say and write initial and end sounds in words. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Uses a pencil and holds it effectively. Can hold paper in position and use their hand for writing, using a correct grip.	Perceptually subitize numbers within 3. Begins to recognise numerals to 10. Counts objects with the stable order 1,2,3 Recites numbers in order to 10 and is aware of other numbers. With resources, can explore partitioning and composing numbers within 5. Can partition numbers into $\square + 1$, e.g. 5 is 1 more than 4. Separates a group of 3 or 4 objects in diff ways, beginning to recognise that the total is still the same.

Key Texts - Learning Journey

				
In My Heart A Book of Feelings	All Are Welcome	Mixed	Everybody's Welcome	Our Class is a Family

Key Texts - Super Six



					
Week 6: The Tiger Who Came to Tea	Week 5: Little Rabbit Foo Foo	Week 7: Pink is for Boys	Week 4: Jack and the Beanstalk	Week 3: All are Welcome	Week 1 and 2: In My Heart A Book of Feelings
Key Vocabulary - wonder, grocer, hungry	Key Vocabulary - attitude, scooping, change,	Key Vocabulary - team, fragile.	Key Vocabulary -	Key Vocabulary - welcome, safe, hope	Key Vocabulary -

Launch Event	Reignite Event	Showcase Event
In My Heart Powder paint mixing in waterproofs on the playground Feeling faces - Creating in provision Weekend Home Challenge - Photos of families to be displayed in the classroom - Who is in your family?	Self Portraits	Walk around the village and take pictures of the Bear in different places. Back at school - I create model villages and maps.



Understanding of the World		Expressive Arts		Physical Development		PSED		Communication & Language	
Science: Seasonal Change Autumn (As changes start to happen. More a focus as we move into Autumn 2) Science: Human life cycles and basic body parts. History: My Family and Community. The home. Geography: our world and the local area Global - Harvest Festival		Art: Colour Mixing Music: Singing Nursery Rhymes and Harvest Festival Song		PE: Body Management Unit Body Management Unit 2		PHSE: Who is important to me? School values: Zen, You, Original, Kind.		Listening Attention and Understanding Speaking-	
Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence	Key Learning (Taken from STARMAT SPF)	How? Learning Steps & Learning Sequence
The Natural World - Science: Seasonal change - Autumn Seasons will run through the whole Reception Year as we observe the changes in the world around us and begin to record pictorially or in writing what we see.	Seasonal Change Autumn (As changes start to happen. More a focus as we move into Autumn 2)	Creating and Materials Art: - Names of colours Eg red, yellow, blue Mixes colours to produce different shades. Explore colour & colour mixing	Launch – In My Heart Powder paint mixing in waterproofs on the playground Feeling faces - Creating in provision Colour Mixing 1. Revisit naming colours. 2. Teach - Demonstrate mixing colours and predictions. 3. Explore - explore colour mixing. 4. Evaluate: What colours did we mix? What colours did we make?	Fine Motor - Use one handed tools & equipment, e.g. snips in paper with scissors Give meaning to marks as they draw and paint Use a comfortable grip with good control when holding pens & pencils Show a preference for a dominant hand Creates lines and circles pivoting from the shoulder and elbow Enjoys drawing freely. Write some letters accurately	Children access fine motor activities and dough disco as part of their morning activities each day. There is an emphasis on fine motor activities across the provision.	Beginning to manage their emotions. Beginning to talk about their emotions. E.g. sad, happy or upset. An awareness of other people's emotions. Talks about their own and others' feelings and behaviour and its consequences. Is able to offer empathy and comfort	Circle Time linked to In My Heart Revisit – Act out different feelings. Teach – Read the Colour Monster Circle time – How do you feel about starting school Apply - Create faces to show how you feel about starting school. Evaluate – Show children feeling pictures; How does the child feel? How do we know?	To speak audibly so they can be heard and understood. To use gestures to support meaning in play. To use appropriate register (volume) for the context. To use talk in play to practise new vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. To make relevant contributions and ask questions Learn rhymes, poems, songs. To look at someone who is speaking to them. To take turns to speak when working in a group. Develop social phrases. Engage in story times.	Children will become communicators through all activities in school. The adults in the environment will act as role models. Children will listen to stories and take part in carpet sessions New vocabulary will be introduced by the Super Six and other books. Key School vocabulary will be taught, Children will be encouraged to ask questions. Children will be encouraged to retell and join in with stories.



The Natural World - Science: Look at the human life cycle and within their experience i.e. baby, toddler, child, adolescent, adult.	Human life cycles	Creating and Materials Art: - Be able to describe what they see. Encourage accurate drawings of people Use drawing materials to create pictures with a range of lines and shapes. Uses a range of shapes and colours to represent observation drawings.	Self Portraits	Gross Motor - Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Develop overall body strength, coordination, balance & agility. Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing Equipment. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Gross motor activities are throughout the provision.	Self-Regulation - PSHE: Talks about their own and others' feelings and behaviour and its consequences.	Self Portraits showing different feelings Family Photos Circle Time - Share and display family photos. Who is in your family? Trusted adults at home and in school Create hands Acting out and recognising feelings		
The Natural World - Science: Be able to label the main body parts of a human.	Body parts Heads, Shoulders Knees and Toes	Being Imaginative and Expressive - Music Explore & engage in music making & dance, performing solo or in groups Sing entire songs e.g. nursery rhymes and Christmas songs	Learn nursery rhymes and enjoy singing together. Performance at the Harvest Festival.	Gross Motor - PE: Revise & refine fundamental movements, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, skipping, hopping & sliding.	Weekly PE Lesson – Body Management Unit 2 1. to perform rolls.				
The Natural World - Geography - Find out about their environment and talk about those features they like/dislike Interpret range of sources of geographical information, including maps, globes, photographs. Identification of buildings in their locality	Maps of the local area to look at. Constructing a model village Photos of class bear in the local area			Combine different movements with ease & fluency Develop overall body strength, coordination, balance & agility. Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	2. to show some body control. 3. to perform different jumps. 4. to jump using apparatus	Self-Regulation - PSHE: Talks about their own and others' feelings The child takes part in pretend play with different roles.	Acting out and recognising feelings		



					5. to travel across apparatus.				
					6. to work as part of a team.				
Past and Present - History: Be able to talk about significant events in their own lives i.e. a birthday, talk about a holiday they have been on, talk about starting school. Begin to understand the past and present events in the lives of their family members i.e. <i>my brother was a baby but now he is a little boy. We had an old blue car but now Daddy has a new red car.</i>	Circle Time - Share and display family photos. Who is in your family? Circle time - What special celebrations have you celebrated					Building Relationships - PSHE: Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others are thinking. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Knows that other children do not always enjoy the same things, and is sensitive to this. The child takes part in pretend play with different roles. Is able to offer empathy and comfort. Is aware of the behavioural expectations of the setting.	Children will develop these skills through continuous provision activities, circle times and general school activities. Weekly PSHE Sessions and circle times: Who is important to me? Who are my trusted adults? How do we use our classroom together?		
Technology: Computing - Begin to list different IT in their home	Circle Time and Weekend Challenge - What technology do we use?					Builds constructive and respectful relationships with adults	Weekly PSHE Sessions and circle times Who is important to me? Who are my trusted adults? How do we use our classroom together?		



Essential				
Natural World: Geography - Village, town, city, road, woods, windmill, The Green. The Natural World - Science: baby, toddler, child, teenager, adult, head, shoulders, arm, body, face, moth, eyes, nose, ears legs, feet, knees, fingers, toes, bottom Past and Present - History: History, Celebration, Past, a long time ago, when I was younger, before I started school	Creating and Materials Art: - Red, yellow, blue, mix stir, dark, light, darker, lighter, brush Being Imaginative and Expressive - Music Perform, song, nursery rhyme, loud, quiet	Fine Motor - scissors, snip, cut, circles, lines, pencil, grip, write, name, numbers Gross Motor - balance, equipment, climbing frame, trim trail, pirate ship, grass climbing equipment, low, high, ladder, steps, stepping stones, bridge, scooters, trikes, brooms, brush, spades, dig, skip, hop, stand, clap, rhymes, bikes scooters Gross Motor - PE: Climb, step, feet, alternate, one foot, balance, stand, stop, reach, stretch, hold, carry, touch, crawl, jump, roll, hands, feet, weight, roll, slide, slither, apparatus, low.	Self-Regulation, Managing Self, Building Relationships- feelings, happy, sad, sacred, angry, excited, nervous, self-portraits, trusted adults, child, relationship, behaviour ladder, right choices, wrong choices, dojo point, challenge, choosing resources, activity, school values, Zen, You, Original, Kind.	Listening Attention and Understanding Speaking- Stories, Super Six, questions, talk understand, Storytime, retell, rhymes, songs, sound, poems
Exposed				
Natural World Geography - Countryside The Natural World - Science, adolescent, elbow, shoulders, wrists, ankles, knuckles Past and Present - History: Celebrate, present future, events	Creating and Materials Art: - primary colours, secondary colours Being Imaginative and Expressive - Music Concert, solo, dynamics	Fine Motor - control, comfortable, numerals, formation Gross Motor - coordination, negotiating, sequence, movements, balance bikes, stabilisers Gross Motor - PE: coordination, balance, negotiating, physical	Self-Regulation, Managing Self, Building Relationships- Others, recognising, peer, Respectful, constructive. resilience perseverance	Listening Attention and Understanding Speaking- Non-fiction
Resources				
Lifecycle resources Post-its to label body parts Family Photos	Paints Examples of self-portraits Nursery Rhyme books	Provision Resources PE Equipment	Family Photos Trusted adult hands Feelings photos	Enabling Environment Adults as role models

Characteristics of Effective Learning	Child Led	Child Led End Points
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Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Child initiated play

Questions from the Learning Journey (themes grouped)

Enhanced Provision - Purple post-its