



Planning Autumn 2021

Early Years Foundation Stage

Theme: Me in my Local Area



Areas of Learning	In Reception we are likely to...
<p>Personal, Social and Emotional Dev</p> <p>Self-Regulation:</p> <p>-Show more confidence in new social situations.</p> <p>-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>-Express their feelings and consider the feelings of others.</p> <p>-Develop appropriate ways to be assertive.</p> <p>-Talk with others to solve conflicts.</p> <p>Managing Self:</p> <p>-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them.</p> <p>-Show resilience and perseverance in the face of challenge.</p> <p>-Remember rules without needing an adult to remind them.</p>	<p>Introduction to School:</p> <p>Commando Joe focus – character linked to the ‘RESPECT’ theme – Teamwork/ Communication (+ Excellence/ Positivity/ Self-Awareness/ Resilience/ Empathy)</p> <p>Various ‘missions’ built around Tradition Tales and rhymes – ‘We will work together’</p> <p>Learning about being part of the school family</p> <ul style="list-style-type: none"> • The different rules /behaviour/ expectations needed • Linking with different children within Reception/ across the school family • School core values: Love –Trust/ honesty/ friendship/ forgiveness/ hope • Taking part in exciting church services and school performances/ Be brave to participate in whole school Christmas production/ Church Service <p>Learning about ourselves:</p> <p>What makes us unique</p> <ul style="list-style-type: none"> • What we physically look like – similarities and differences • Our families and friends • How we feel and why we feel like that/ what we can do about this. • What we like to do, and things we don’t particularly like • What we think we are good at • What we think we are not so sure about • We will look at the different emotions people have <p>We will be practicing:</p> <ul style="list-style-type: none"> • Playing with our friends • Learning to say sorry if we have made anyone sad or cross, and trying to understand what we could have done so this wouldn’t happen.

Building Relationships:

-Become more outgoing with unfamiliar people, in the safe context of their setting.

-Build constructive and respectful relationships.

- Understanding that we are different
- Being brave – talking in a group/ trying something new/ explaining to a friend or adult if we need something/ taking part in new school and community activities.
- Talking about ourselves and listening to others
- Remembering please and thank you.
- Working on our own/ with a friend/ in a group
- Bravely leaving our parents
- Being challenged to keep going on tricky task
- Linking with year 1 children
- Develop working as a team and how to communicate through Commando Joe missions

Learning about safety using the internet:

Thinking about our ‘Trusted Adults’

Use Smartie Penguin: Stop think before you tap

Some books we might use:

The Great Big Book of Families – Mary Hoffman

Farmer Duck – Marin Waddell

(Owl Babies/ My Great Grandpa/ - Martin Waddell)

‘Farmyard Tales’ books

Dogger

Elmer

Little Red Hen

The enormous turnip

Books on feelings

Titch

Scarecrow’s Hat

‘It’s good to be me – Lion and Mouse’

Traditional tales: Jack and Beanstalk/ The 3 Little Pigs/ Goldilocks and the 3 Bears...

Communication and Lang

Listening, Attention and Understanding

-Enjoy listening to longer stories and can remember much of what happens.

-Pay attention to more than one thing at a

Generally in school (and using Commander Joe missions) we will:

- Begin to understand the importance of listening
- Learning how to listen through stories/ poems/ songs
- Listening to our friends ideas and thoughts during our talking times
- Talk about those things that are important to us, and learning when we should wait to explain our thoughts.
- Have experience of listening to different types of genre: stories/ poems and rhymes/ information texts

time, which can be difficult.

-Understand how to listen carefully and why listening is important.

-Learn new vocabulary.

-Engage in story times.

-Listen carefully to rhymes and songs, paying attention to how they sound.

-Engage in non-fiction books.

Speaking

-Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

-Start a conversation with an adult or a friend and continue it for many turns.

-Use new vocabulary through the day.

-Articulate their ideas and thoughts in well-formed sentences.

-Connect one idea or action to another using a range of connectives.

- Having fun making changes to familiar stories or rhymes/ creating our own poems
- Have the opportunity to talk about whether we like them/ find them interesting and why
- We will be developing our concentration skills during group times and activities we are asked to undertake/ making good choices within the room and developing our own ideas.

Learning through 'Me in my local area'

Have opportunities to link with our friends as we

Share our ideas of playing within the role play area- creating stories together and sharing what has happened

Role Play area –

Listening to and joining in with rhymes linked with our bodies

Tell stories/ information about what we have been doing

Sharing our journals together and the things we enjoy – articulating their thoughts and ideas

Learning about Christmas:

Sharing our own Christmas thoughts/ ideas

Listening to Traditional Christmas Nativity story

Role Play: stable

Listening to various Christmas stories/ poems

Books we might use

General story books see above

- Variety of poetry books (rhyme focus)
- This is me
- Head shoulders knees and toes
- Hands can..
- Finger rhymes
- This hand is feeling
- Stories linked to feelings / behaviour: to talk about

Physical Development

Gross Motor Skills:

-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Generally in school we will be:

Encouraging the children to identify risks/ and manage these risks (child friendly risk assessment for outdoor area.)

Using Write dance/ Dough disco to develop strength in upper body/ hands as appropriate

Taking part in Dance –

- Exploring how our body can move in different ways

-Go up steps and stairs, or climb up apparatus, using alternate feet.

-Skip, hop, stand on one leg and hold a pose for a game like musical statues.

-Use large-muscle movements to wave flags and streamers, paint and make marks.

-Revise and refine the fundamental movement skills they have already acquired:

- | | |
|------------|-----------|
| - Rolling | -Crawling |
| - Walking | -Jumping |
| - Running | -Hopping |
| - Skipping | -Climbing |

-Progress towards a more fluent style of moving, with developing control and grace.

-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Fine Motor Skills:

-Use one-handed tools and equipment, for example, making snips in paper with scissors.

-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, spoons.

Health and Self-Care

-Start eating independently and learning how to use a knife and fork.

-Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands

- Make choices and experiment with how to best move
- Linking moves to create a Motif to share with others.

Taking part in Swimming (- when reintroduced)

- Develop our swimming skills
- Develop our undressing / drying / redressing skills

Taking part in Multi skills

- Develop all round body coordination
- Start to join in Team games
- Running/ carrying/ placing/ passing/ catching

Taking part in Commander Joe Missions

Various physical challenges linked to Traditional tales and rhymes – manipulating both large and small equipment.

RWI Phonics programme

Use gross motor moves to practice grapheme formation – ribbons/ Write Dance/ Dough Disco

Learn to write the graphemes for the sounds we learn using fine motor skills

Understand about how to hold writing implements – developing the tripod grip as appropriate.

Through Harvest

We will look at healthy and unhealthy foods

Talk about where our food comes from

Developing our skills in using a variety of tools: scissors/ pencils/ rulers/ ribbons/ knives/ spoons..

Through ‘Me in my local area’:

Consider dangers for ourselves

Learn about ways to keep ourselves safe in the indoor and outdoor classroom.

Talk about what our bodies need / and what it likes best - food and drinks.

We look at what we like to eat/ drink, making links with our teeth hygiene.

Talk about and spend time learning to wash our hands properly – using songs to help

Consider how germs are spread and how to keep ourselves safe throughout the school day and when we go home

Be confident to ask for help if needed in self-care / learn to develop their skills in clothing – buttons/ zips/ shoes..

Using various tools to create: sandwiches/ cut fruit and veg

Through Christmas

Learn to create a dance to celebrate Christmas

Christmas crafts developing our use of tools

<p>thoroughly.</p> <p>-Make healthy choices about food, drink, activity and tooth brushing.</p>		
<p>Literacy</p> <p>Word Reading:</p> <p>-Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>-Say some of the words in songs and rhymes.</p> <p>-Copy finger movements and other gestures or actions.</p> <p>-Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>-Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>-Begin to read individual letters by saying the sounds for them.</p> <p>-Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>-Begin to read CVC words containing known letter-sound correspondences.</p> <p>Comprehension:</p> <p>-Enjoy sharing books with an adult.</p> <p>-Pay attention when listening to stories and respond to the pictures or the words.</p> <p>-Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>Generally we will:</p> <p>Enjoy identifying words/ letters in the classroom</p> <p>Ask questions about what these might say</p> <p>Enjoy sharing variety of books together (see previous ideas)</p> <p>Talk about: author’s / illustrations/ Cover/ Text</p> <p>Identify characters in stories</p> <p>Talk about what we think about the characters and the decisions that they make</p> <p>Talk about the exciting words that are used/ consider different words that could also be used</p> <p>Have opportunities to link with stories/ rhyme/ poems – physically/ with sounds/ verbally</p> <p>Enjoy coming up with ideas on how stories/ poems / rhymes might be altered</p> <p>Look at the phonemes/ words we can see in the text</p> <p>Discuss differences in how letters might look in print – specifically ‘a’</p> <p>Reading names / linking with direction of reading L to R</p> <p>We will have opportunities to write our initials and names/ words using our various themes as a reason for doing this.</p> <p><i>Help our writing development by building up the strength in our upper body: crawling/ climbing/ shooting balls/ throwing/ ribbon work/ write dance/ Dough disco...</i></p> <p><i>We will have opportunities to practice our fine motor moves and be encouraged to hold tools correctly – pencils/ brushes/ ribbons...</i></p> <p>Talk about what they have been trying to draw and write.</p> <p>Be brave and use the phonemes to write initial sounds to words/ labels they wish to write</p> <p>Develop a brave attitude to having a go with their sounds, noting this is a very individual time scale</p>	<p>Phonics:</p> <p>Following planning from RWI</p> <p>Looking at rhyme/ alliteration</p> <p>Using body percussion/ vocal sounds</p> <p>Practice listening skills/ comparing identifying odd one out</p> <p>Gradual introduction to each phoneme/ diagraph – Set 1</p> <p>Practicing hearing sounds and ‘blending’ them together to make a word.</p> <p>Verbalising the sounds they hear in words – ‘Segmenting’</p> <p>Looking at and practicing how letters are formed (RWI links) – included within Physical Development too.</p> <p>Beginning to learn specific sight words: I the me/ my said was</p> <p>Links with home: Reading record/ phoneme practice – individual</p>

-Asks questions about stories.

-Repeat words and phrases from familiar stories.

-Repeat new vocabulary in a context of a story.

-Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Writing:

-Add some marks to their drawings which they give meaning to for example "That says Mummy".

-Make marks on their picture to stand for their name.

Physical Development

-Develop manipulation and control when mark making.

-Manage buttons, zips and pour drinks.

-Explore different materials and tools safely.

-Begins to form lowercase letters and capital letters correctly

-Spell words by identifying the sounds and then writing the sound with letter/s.

-Copy full name from a name label.

Physical Development

-Use a range of small tools competently and confidently. Suggested tools: pencils, paint

brushes, scissors and knives

Mathematics

Number:

-Recite numbers past 5.

-Say one number for each item in order:
1,2,3,4,5.

-Show 'finger numbers' up to 5.

-Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.

-Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.

-Estimate and guess how many there might be before counting.

-Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.

Numerical Patterns:

-Experiments with their own symbols and marks as well as numerals.

-Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.

-Become familiar with two digit numbers and start to notice patterns within them.

-Distribute items evenly from a group.

Shape:

-Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'.

Harvest:

Data linked with tractors and harvesting

Fruit and veg counting – sand tray discovery

Notice patterns linked with this

Record the number of fruit and veg

Data collection linked with likes/ dislike – fruit and veg

Talk about the graph and what we notice

Make predictions about what might happen next

Estimate the number of fruit/ veg to fit into basket/ bag

Heaviest fruit or veg

Talk about the size and shape of fruit and veg/ wheels on tractors

Use small world farm to make arrangements of animals/ tractors. Have opportunities to talk about the numbers of each/ vocab linked to addition and subtraction

'Me in my local area':

Collect data about ourselves: eye colour/ family size/ hair

Compare data and talk about

Days of the week: what we like to do on each day/ our week

Birthday month/ dates

Pairs of socks/ gloves/ eyes/ ears – introduce counting in 2s

Looking at our ages/ recording

Looking at our heights

Register: number in class – Reception/ Year 1

Vocabulary of size: tallest shortest heaviest lightest most fewest

Ordinal: first last

Pattern: clothing design

Christmas:

Advent numbers linked with doors – identifying numbers

Pattern: decorations/ wrapping paper

Shape: parcels/ creating Christmas trees/ stars/

Spotting numbers of items

Positional language linked with Christmas dance

Time: countdown to Christmas

Specific number:

(R/ Yr 1 planning is using White Rose)

- practice counting up and back
- count starting from different numbers
- practice identifying our numbers: 1 – 5/ 0 – 10/ 0 – 20 depending on current experience.
- Be given the opportunity to use our numbers to answer questions
- Use a variety of objects/ actions to improve our 1:1 correspondence including 'Subitising'.
- Practice matching numerals to groups of objects
- Practice accurately selecting the correct number of items from a group
- Introduction to use RM Maths computer programme to develop maths skills
- Use vocabulary linked with shape/ weight and measures
- Compare groups of objects and talk about how they are the same or different

<p>-Describe a familiar route and the order of things seen on the way.</p> <p>-Understand position through words alone - for example, "the bag is under the table" - with no pointing.</p> <p>-Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.</p> <p>-Select, rotate, and manipulate shapes in order to develop spatial reasoning skills.</p>		
<p>Understanding the World</p> <p>Past and Present:</p> <p>-Sequence family members by size and name (baby, child, adult).</p> <p>-Comment on images of familiar situations in the past.</p> <p>People, Culture and Communities:</p> <p>-Shares likes and dislikes.</p> <p>-Able to say who they are and who they live with.</p> <p>-Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p> <p>(-Understand that some places are special to members of their community.</p> <p>-Recognise that people have different beliefs and celebrate different times in different ways.)</p> <p>The Natural World:</p> <p>-Use all their senses in hands-on exploration</p>	<p>New to school:</p> <p>The different people who help us in school Become familiar with routines within the classroom/ school Understand the ways we keep safe Make a who's who book for our school Make a map of our area – table space/ classroom/ school... Talk about our first days of school Opportunities to share journals with each other Talking about what we like and dislike</p> <p>Harvest:</p> <p>Talk about harvest time Talk about why we go up to the church to celebrate a Harvest Festival/ what we need to do to take part in this/ the important parts of the service What will you choose to bring as your Harvest gift and why Favourite food/ foods you dislike Understand that it is ok to bring different things from others Note things that might be 'heavy/ breakable/ wobbly...' Take part in Harvest Service Talk about tractors/ farmers and their job Role play being a farmer Draw / paint/ create pictures linked to harvest Look at a field which has been combined/ ploughed/ growing Look at/ feel different textures: fruit and veg/ raw and cooked</p>	<p>Working with Year 1</p> <p>Science</p> <p>Keeping ourselves clean/ looking after ourselves Teeth cleaning/ handwashing/ Skin and the sun</p> <p>Senses:</p> <p>Taste – various foods / likes and dislikes / looking at tongue / being safe with eating things (berries/ liquids)/ Book: 'Disgusting sandwich'/ Oliver's fruit salad and vegetables/ Need to look after our mouth/ teeth Feeling and tasting fruit/ veg – weight and size too</p> <p>Smell – smells we like or dislike/ recognising smells/ creating nice smells and disgusting!/ need to wash</p> <p>Sight – different colours of eyes/ different shaped eyes – drawing of eyes/ portraits (book: This is not my hat?) Importance of our eyes/ problems if you have little sight/ experience having little sight</p> <p>Hearing – phonics games/ loud and quiet/ links into music/ Sound patterns (link with RM)/ following instructions Need to look after our ears./ dangers of having poor hearing</p> <p>Touch – different textures to experience (gloop/ sand/ paint/ plastic popper / leaves (Autumn)/ cold and warm (Autumn and winter) Identify parts of body external/ internal features</p> <p>Seasons: Looking at Autumn/ Winter and the changes that are taking place outside Deciduous/ Evergreen – looking at the trees</p>

<p>of natural materials.</p> <p>-Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>-Explore how things work.</p> <p>-Draw information from a simple map.</p> <p>-Explore the natural world around them.</p>	<p>Where fruits/ veg grow. Harvest some fruits Share in different foods/ linking in with our sensory work</p> <p>‘Me in my local area’: (see Working with KS1) Considering their families and making comparisons Opportunities to see how our bodies work/ ‘I can’ booklet Pictures of ourselves – painting/ drawings/ collage./ chalk Pictures of others Talking about ourselves and our families/ comparing ourselves with others; identifying similarities and differences Talk about people who help us Vocabulary linked to our bodies/ senses Hear stories/rhymes linked with Harvest/ Farming Share and experience vocabulary linked to Harvest</p> <p>Christmas: Hearing a variety of stories linked with Christmas Talking about what they know about Christmas/ why do we celebrate Christmas/ other celebrations that we have/ Role play stable/ donkey/ manger/ clothes linked to traditional nativity story Take part in Christmas productions/ Christmas church service Compare what our families do at Christmas</p>	<p>Animals: Favourite animals: wild/ domestic Differences/ similarities - mammals</p> <p>Weather watch Vocab linked to weather/ data collection Weather pictures</p> <p>RE: Understanding Christianity Unit: Creation – Reception/ Yr 1 Understanding of giving thanks for food – Christian celebration of harvest Comparing foods we like/ dislike Things we Harvest at home: plums/ apples/ blackberries/ carrots – experiencing ‘harvesting’ Thinking of our world around us. Talking about ‘Creation’ Our favourite part of our world. Looking after our world</p> <p>Understanding Christianity Unit: God Thinking about what or who God is/ looks like What do we think about the idea of God what do others think?</p> <p>Understanding Christianity Unit: Incarnation Talk about our ideas of Christmas Discover the reasons we celebrate Christmas – Christian Nativity Story Think about who Christians think this baby was.</p> <p>Begin to understand why we have - Bonfire Night/ Remembrance/ Christingle</p>
<p>Expressive Arts and Design Creating with Materials: -Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>-Develop their own ideas and then decide which materials to use to express them.</p> <p>-Join different materials and explore different textures.</p>	<p>Harvest/ ‘Me in my local area’/ Christmas Harvest/ Christmas songs Learning and sharing songs Creating role play areas Creating harvest pictures –fruit and veg printing/ leaves Creating things for Christmas – pretend parcels/ cards/ decorations Using printing/ resist print to make patterned wrapping paper – Harvest box/ Christmas – exploring with printing using body parts Using junk modelling area to create/ make choices – developing different ways to attach materials Specific Sensory work –paint/ glue/ soil/ gloop</p>	

-Explore use and refine a variety of artistic effects to express their ideas and feelings.

-Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Being Imaginative and Expressive:

-Take part in simple pretend play, using an object to represent something else even though they are not similar.

-Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

-Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

-Listen attentively, move to and talk about music, expressing their feelings and responses.

-Watch and talk about dance and performance art, expressing their feelings and responses.

Artist focus: G. Arcimboldo along with other portrait artists – fruit and veg art/ Portraits

Using body to create art – hand printing/ feet/ fingers...

Use sense of touch to explore variety of textures

Opportunities to use tools correctly and for correct purpose/ opportunities to use tools creatively

Scissors/ rulers/ holepunch/ stapler/ brushes/ pencils/ felt tips/ crayons/ hammers/ screwdriver/ tapes/chalk

Hand mixer/ food processor/ knives, forks and spoons

Charanga - Music

Units: Me! / My stories Year 1 Unit:

Hearing and moving to a pulse

Listening to and copy cat rhymes/ copy cat singing

Nursery rhymes

Opportunities to learn to use various instruments: body percussion/ vocal percussion/ untuned percussion

Understanding how instruments can be played and using them appropriately

Using music to explore/ express their emotions – creating soundscapes

Opportunities to perform in front of audience: a partner/ the class/ a larger group

Specific Dance sessions linking movement to song/ story

Experimenting with ways to move

Experience going to the theatre/ a show – watching and listening to dance and song

Experience school show and how children from the other classes perform