

Autumn first half term sequence of learning – Early Years Foundation Stage



Our key questions: I wonder what is special about me? What is special about my family?
What is special about my community?

Prior learning has been gathered using the statutory reception baseline assessment during the first six weeks of the academic year – combined with communications at the point of transition during the Summer term with previous settings

KEY THEMES

Healthy me, Superheroes, Friendship, Wellbeing & Our Community

Personal Social and Emotional Development	Communication and Language	Physical Development
<p>PRIOR LEARNING</p> <p>In EYFS the children have learnt to develop a sense of responsibility, talk about their feelings and put on coats, toilet unaided and wash their hands</p>	<p>PRIOR LEARNING</p> <p>In EYFS the children have learnt to understand a two-part instruction and tried to express a point of view</p>	<p>PRIOR LEARNING</p> <p>In EYFS the children have developed their movement, attempted a comfortable pencil grip with good control and used one handed tools and equipment</p>
<p>INTENT</p> <p>To build constructive and respectful relationships, identify and express their feelings and develop skills needed to manage the school day</p>	<p>INTENT</p> <p>To understand how to listen carefully, express a point of view, describe events in some detail and join in rhymes and song</p>	<p>INTENT</p> <p>Revise and use fundamental movement skills, use a comfortable grip to write and use one handed tools and equipment successfully</p>
<p>SEQUENCE OF LEARNING</p> <ol style="list-style-type: none"> Understand Joshua class rules. Why do we have rules? Setting behaviour expectations. Learn about Joshua Class NEW NEWS and tell my new friends what is special about me in positive terms. What am I good at? Playing in Discover & Do and learning to take it in turns. Using egg timers independently to help us learn what a fair turn is. Identify and express their own feelings. Understand healthy living and make healthy choices. Understand how we are different and the same in positive terms. 	<p>SEQUENCE OF LEARNING</p> <ol style="list-style-type: none"> Explore new vocabulary in role play areas inside and outside. Show awareness of the listener in New News. Respond to 'How and Why' questions. Ask my friends and visitors thoughtful questions. Recount my own experiences and thoughts in discussions, and in New News, using Tapestry videos and photographs, outstanding work and personal items as stimuli. Respond to stories. Did I enjoy it? Which part? What will happen next? Join in rhymes and song about Maths and the world around us. Recount Supertato story using our Story Telling box and our friends Eva and Cat. Compare and contrast my family to others. 	<p>SEQUENCE OF LEARNING</p> <ol style="list-style-type: none"> Revise and use fundamental movement skills in PE lessons. Ride bikes. Hold a pencil comfortably to write and draw. Develop the strength in my hands in funky finger activities to improve my writing. Using play dough, tweezers, scissors, paint brushes, small lego, threading beads, magformers, real life tools, water pumps, sand and water tools. Use large movements by using the water pump, gardening, large water play, giant marble run, den building, sand pit, large scale paint projects to help us develop body strength to improve our writing and over health and well being
<p>OUTCOME/COMPOSITE</p> <p>The children will successfully follow the Golden Rules (Be kind and respectful, gentle, honest, work hard, listen and look after property).</p>	<p>OUTCOME/COMPOSITE</p> <p>The children will express a point of view and recount the story of Supertato using finger puppets and the story telling box.</p>	<p>OUTCOME/COMPOSITE</p> <p>The children will hold a pencil comfortably and design a wanted poster to find Evil Pea The children will negotiate space and obstacles safely.</p>

Literacy

PRIOR LEARNING

In EYFS the children have attempted to write some letters, their name and talked about stories

INTENT

To start to write some letters comfortably, distinguish, recognise, and write initial sounds, write their own name, understand print has meaning

SEQUENCE OF LEARNING

1. Write my name every morning.
2. Label my work with my name.
3. Learn RWI set 1 sounds.
4. Attempt to read and spell CVC words.
5. Read Tricky Words like I and the.
6. Label my pictures trying to form the initial sound.
7. Become aware of why writing is useful by writing thankyou cards to the Fire Service.
8. Understand what a wanted poster is and what makes a good character description.
9. Attempt to use Fred fingers to write independently.
10. Write the initial sounds in words
11. Attempt to write a list when I create my own Supertato.
12. Engage in conversation about stories.

OUTCOME/COMPOSITE

The children will know 15 set 1 sounds and can write their name. The children will make a wanted poster to Catch Evil Pea, using initial sounds in words.

Mathematics

PRIOR LEARNING

In EYFS the children have recited numbers past 5 and can show 'finger numbers to 5'

INTENT

To link numerals and amounts to 5, recite numbers past 5, extend and create patterns, say one number for each item and explore 2D shapes using informal mathematical language

SEQUENCE OF LEARNING

1. What numbers are special to me? Display house numbers from the children, birthday cards, discuss how old our siblings are and each other.
2. Counting on and back to 10.
3. Numbers 1-5 representing/counting/arranging sorting and comparing objects and amounts up to 5 in arrays.
4. Comparing different quantities.
5. One more and one less
6. Singing and performing Maths songs like the animals went in two by two, 5 currant buns, 5 speckled frogs and what are shapes.
7. Measure – length, height, distance. How tall is the book vote towers, how do we know what is bigger? Using tape measures to find out how tall our towers are. How far can you jump or throw?
8. Keeping score of our games by using tallies and numerals
9. Playing number sequencing games
10. Sharing things between our class teddies and learning how to do this equally. What does that mean?
11. Learning how to make repeating patterns with AB and ABC patterns

OUTCOME/COMPOSITE

The children will be able to say one number for each item and link numerals and amounts to 5.

Understanding the World

PRIOR LEARNING

In EYFS the children have begun to make sense of their own life story and family history

INTENT

To show an interest in different occupations, make sense of their own life story and family history and explore the effect of the changing seasons

SEQUENCE OF LEARNING

1. Make comparisons of celebrations between their own lives and the lives of others – birthdays, weddings, celebrations
2. Talk about family roles and routines and how they are the same/different.
3. Develop understanding of locational knowledge such as we live near the beach.
4. Learn about who help us in our community and be thankful for those roles.
5. Start to explore the world map and where different countries are and learn why Cornwall is special.
6. Create a timeline of my life so far.
7. Where does our food come from in the world?
8. Why do we have celebrations? Discuss birthdays. When do you celebrate your birthday? How do others?
9. Weather and Seasons. Talk about changes in Autumn. What happens in Autumn. Encourage New News about Autumnal changes and utilise any natural resources the children bring in for play opportunities.
10. Look at the changes in the weather on a daily basis when the children discuss the calendar.
11. Explore the natural world around them, using our bug hunting bags.
12. Draw a simple map of our school to help us find Percy Pig.

OUTCOME/COMPOSITE

The children will talk about their families and people in our community, Autumnal changes and draw maps to record where Percy Pig has been taken.

Expressive Arts and Design

PRIOR LEARNING

In EYFS the children have explored materials and developed imaginative play

INTENT

To explore materials freely, join materials together, develop their own ideas and creations and sing songs

SEQUENCE OF LEARNING

Music & Movement

1. Dance every day during Wake & Shake
2. Explore and discuss patterns in sounds and music.
3. Sing songs daily keeping in time and in rhythm.
4. Attempt to learn sign language to our song about what makes a family.
5. Clap syllables in children's names.
6. Sing our afternoon register.
7. Exploring and describing percussive sounds – fast slow, loud quiet, high low, slow quick.

Tools and Techniques

1. Use tools to manipulate materials such as scissors to cut fabric to create our Supertato capes.
2. Use small beads and string to create necklaces.
3. Use mirrors to draw fine line self portraits.
4. Create birthday cakes from play dough using a variety of tools.
5. Use crab hammer and golf tees getting ready to use real tools.
6. Use a variety of tools and attaching techniques to make traps to catch Evil Pea with Junk Modelling.

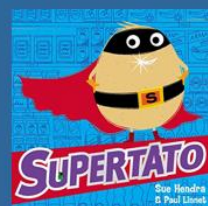
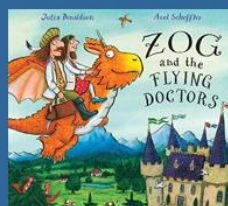
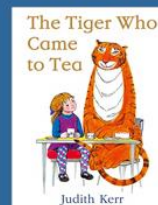
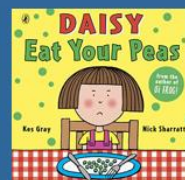
Exploring colour

1. Using a variety of tools such as stamps, pipettes, rollers to experiment mixing primary colours.
2. Broaden the language of colour – bright, light, lighter, darker etc.
3. Understand the Autumnal colour pallet creating natural art displays

OUTCOME/COMPOSITE

The children will make finger puppets to retell the story of Supertato, build our own trap to catch Evil Pea, make Supertato puppets to retell the story and know a variety of songs

KEY TEXT



BIG VISITS



CELEBRATIONS AND TRIPS

Marble treat party for following our golden rules



Sticker rewards for weekly challenges

Community Orchard Trip to spot Autumnal changes

