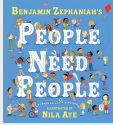






Foundation Stage

Autumn 2 - My Place in the World

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Core Text - explicit instruction of writing aligned to learning of Phonics</p>	 <p>People need People Benjamin Zephaniah</p> <p>Poem Family, relationships, community</p>		 <p>People Who Help Us Rebecca Hunter</p> <p>resourceful, relationships, risk-taking, (Non-fiction)</p>		 <p>The Church Devon Provencher</p> <p>Religion, Cultural diversity</p>		<p>Christmas story</p>  <p>Religion, Cultural diversity</p>
<p>Vocabulary (bold words = core vocabulary children are expected to use within the setting)</p>	<p>community, rely, share, alone,</p>	<p>community, hose, oxygen, siren, equipment, job, village, general store, hurricane, gale, adventure, problem, solve</p> <p>Drawing Club vocabulary: scarper, resourceful, gallant</p>	<p>Linked to nurse visit: stethoscope, neo natal, nurse, equipment, job, occupation, heartbeat, care</p>	<p>Linked to dentist visit: healthy, decay, fluoride, toothbrush, clean, sugar, plaque</p>	<p>stolen property, comfortable, police station, first/second/third, distance, orphan, childhood, hurry, knit, town, honest</p> <p>Drawing Club vocabulary: snaffle, wail, sneak</p>	<p>refuge, Bethlehem, shepherds, Kings, frankincense, gold, myrrh, danger, warning, sunrise, nuzzled, journey, Inn keeper, strangers, precious</p> <p>Church visit: church, pew, steeple, stained glass windows, community, choir</p>	
<p>Supporting texts</p>							

<p>Supporting books - diversity, inclusivity, gender, feelings, disabilities, families</p> <p>Personal Development core books</p> <p>Additional books linked to personal development are within Continuous Provision e.g. reading area</p>	<p>New Baby Sarah Shaffi/Isabel Otter Ethnicity, Emotions</p> <p>Eyes that Speak to the Stars Joanna Ho Ethnicity</p> <p>Love Makes a Family Sophie Beer Family diversity</p> <p>The Internet is Like a Puddle Shona Innes Online Safety</p> <p>Along Came A Different Tom McLaughlin</p> <p>Supporting Books - Seasonal Changes</p> <p>Storm Sam Usher</p> <p>Focus on poems with rhyming words, onset-rime, word endings and grammar.</p> <p>A Yellow Poetry Paintbox Bingo Lingo - Supporting Literacy with Songs and Rhymes Tom Thumb - developing maths with songs and rhymes</p>						
<p>Enhancements and Celebrations</p>		<p>Neo-natal nurse visit</p>	<p>Dentist visit</p>	<p>Fire engine visit to school</p>	<p>Talent Show</p>	<p>Church Visit</p>	<p>Christmas Party Father Christmas Visit</p>
<p>Parental Links</p>					<p>Rhyme Time Concert at St Mark's Church</p>		

Critical Thinking - Lines of Enquiry - Developing Communication and Language Skills in a Dialogic Classroom

<p align="center">Lines of enquiry</p> <p align="center">Critical thinking</p>	<p align="center">Season and weather change</p>	<p align="center">Developing social phrases</p>	<p align="center">Developing sentence structure</p>	<p align="center">Makaton - Non-verbal communication</p>
<p>What is a community? Who is in a/our community? Where is our community? Can you identify the key places and landmarks in Layton in Blackpool? Can you explain what a map is and why we use them? Can you identify people that help us in our community and describe the places they work? Can you identify an important member of our community? Can you locate a special place in our community? Can you explain what a celebration is? How do we celebrate? Why do we celebrate the different celebrations? Links to past and present celebrations What is a religion?</p>	<p align="center">What seasonal changes can we observe? How do we know it is winter?How do we keep warm?</p> <p align="center">Discuss the day of the week, weather, month of the year and season.</p>	<p align="center">Body language: Track the teacher at the front of the class Develop listening and attending skills</p> <p align="center">Modelled language: Good morning How are you today? I am....How are you? (reciprocate)</p> <p align="center">Please can I have a turn with the.....</p> <p align="center">Do you want to play with me? Can I play with you?</p> <p align="center">Talk partners/dialogic teaching: I can listen to my talk partner when they are talking to me..... I know that if I am asked a question..... I need to provide an answer I know the difference between true/false and agree/disagree</p>	<p align="center">Oral rehearsal of sentences: Can you begin to use grammatical words such as is, was, has, the and a?</p> <p align="center">Colourful semantics focus: Who? What doing?</p>	<p align="center">Friend Happy Sad Hungry Dad Mum Dog Cat Sister Brother</p>

Laying the Foundations for the National Curriculum - My Place in the World - Autumn 2

Science	Geography	History	RE
<p>Observe our teeth using magnifying glasses and know how to keep them clean.</p> <p>Observe changing states of matter e.g. ice melting, water freezing, making jelly etc</p>	<p>Know that there are different weathers in different seasons and discuss the weather as a daily routine. (on-going all year)</p> <p>Know the purpose of some of the buildings in Layton e.g. shop, library etc</p>	<p>Experience traditions associated with Diwali (Aut 1 2025) and Christmas.</p>	<p>- Explore our school community and local community to investigate who helps us.</p>
Music	Design Technology	Computing	British Values
<p>Composing: Express themselves through dance by using the sounds of the music.</p> <p>Performing: Use a variety of percussion instruments to an audience.</p>	<p>Experience, and know why, we wash our hands independently before cooking activities.</p> <p>Experience how to make currant buns, pizza and bread including how to weigh ingredients.</p> <p>Use some vocabulary associated with different kitchen utensils e.g. chopping (knife), scooping (spoon), stirring (spoon)</p> <p>Make healthy food choices within the classroom (snack)</p> <p>Develop skills needed to use a knife and fork (in the dinner hall)</p>	<p>Connect Know that Ipads are fragile and need to be treated with care.</p>	<p>Democracy: Rule of Law</p> <p>Individual Liberty</p> <p>Mutual Respect, Tolerance and Diversity</p>

Learning Outcomes - Development Matters - Autumn 2 - Prime Areas of Learning

Communication and Language	Physical Development	Personal, Social and Emotional Development
<p>Children working at 0-3 years, continue to progress with the support of specific targets linked to Speech and Language targets and intervention.</p> <p>3-4 years</p> <ul style="list-style-type: none"> - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Use longer sentences of four to six words. - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." <p>Reception:</p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary through the day. - Ask questions to find out more and to check they understand what has been said to them. - Engage in storytimes. <p><i>Participate in small group, class & 1:1 discussions offering their own ideas, using recently introduced vocabulary.</i></p>	<p>3-4 years</p> <ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - 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. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. <p>Reception:</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Disciplinary Skills - PE Passport: Fundamental Movement Skills - How to Catch a Star</p> <p>To balance on small and large body parts in the shape of a star. To send a ball/ throwing equipment with increasing accuracy. To jump and land appropriately. To climb under over and through climbing equipment. To practise throwing overarm. To revise fundamental movement skills covered in the unit</p> <p><i>Uses a range of small tools, including scissors, paintbrushes and cutlery</i></p>	<p>Children accessing 3-4 years:</p> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, <p>Children accessing Reception:</p> <ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. <p><i>Works and plays cooperatively taking turns with each other</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly</i></p>

Learning Outcomes - Development Matters - Autumn 2 - Specific Areas of Learning

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Phonics - Stages 2 and 3 taught in groups as per the needs of the individual</p> <p>Reading @ 3-4 years: Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Writing @ 3-4 years</p> <ul style="list-style-type: none"> - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write the handwriting patterns to support cursive script. <p>Children accessing reception:</p> <p>Reading @ Reception:</p> <ul style="list-style-type: none"> - 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 and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Writing @ Reception:</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly. <p><i>Anticipate key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p>Number: Children working @3-4 years:</p> <ul style="list-style-type: none"> - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Count objects, actions and sounds. (Up to 10) - Subitise (recognise quantities without counting) up to 5/10 - Explore the composition of numbers to 5. <p>Shape, Space and Measure: Children working @3-4 years:</p> <ul style="list-style-type: none"> - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. - Select shapes appropriately: flat surfaces for building, triangular prism for a roof - Combine shapes to make new ones: arch, bigger triangle - Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. - Notice and correct an error in a repeating pattern - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. <p>Through the NCTEM 'Mastering Number Programme' all children will be learning to:</p> <ul style="list-style-type: none"> - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Count objects, actions and sounds. - Subitise – linked to 3 & 4 - Link the number symbol (numeral) with its cardinal number value - Count beyond ten - Compare numbers – linked to 3 & 4 - Understand the 'one more than/one less than' relationship between consecutive numbers – linked to 3 & 4 <p><i>Have a deep understanding of number to 10, including the composition of each number .</i></p> <p><i>Verbally count beyond 20, recognising the pattern of the counting system.</i></p> <p><i>Comparing quantities up to 10 in different contexts, recognising then one quantity is greater than, less than or the same as another quantity</i></p>	<p>Past and Present: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. <p>People, Culture and Communities: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Show interest in different occupations. - Continue developing positive attitudes about the differences between people - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>Children working @ reception:</p> <ul style="list-style-type: none"> - Talk about members of their immediate family and community families. - Name and describe people who are familiar to them. <p>The Natural World: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. <p>The Natural World: Children working @ reception:</p> <ul style="list-style-type: none"> - Draw information from a simple map. <p><i>Talk about the lives of people around them.</i></p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non fiction texts.</i></p> <p><i>Explore the natural world around them making observations of plants.</i></p>	<p>Art: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. <p>Performance: Children working @ 3-4 years:</p> <ul style="list-style-type: none"> - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.

