

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



Our key questions:

I wonder how you feel?

Who is afraid of the big bad wolf? Who shall I write a letter to?

KEY THEMES

Traditional Tales, Diwali, Christmas

Personal Social and Emotional Development

PRIOR LEARNING

The children have learnt to develop a sense of responsibility, talk about their feelings and follow the Joshua Class Golden Rules

INTENT

To show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

SEQUENCE OF LEARNING

1. Begin to understand how others may feel through talking to our partners and friends in story time and at play.
2. Explore mine and others' interests through the 'You Choose' book.
3. Play our favourite games which involve turn taking such as the 1 more than game, connect four and dominoes.
4. Build constructive and respectful relationships with our friends in Joshua Class
5. Develop confidence in the school environment and seek challenge in Discover and Do.
6. Identify and moderate our own feelings.
7. Express their feelings to their friends.
8. Use sand timers to make sharing the bikes fair

OUTCOME/COMPOSITE

The children will successfully think about the perspectives of other during Storytime and Discover & Do

Communication and Language

PRIOR LEARNING

The children have learnt to express a point of view and recount the story of Supertato

INTENT

To understand how to listen carefully, express a point of view, describe events in some detail and join in rhymes and song

SEQUENCE OF LEARNING

1. Enjoy listening to longer stories and predict what happens
2. Listen and sing songs and rhymes like 5 currant buns, and five little aliens
3. Explore new vocabulary in role play area inside and outside
4. Recount the story of the 3 little pigs as a TV presenter or in a puppet show
5. Respond to 'How and Why' questions
6. Ask my friends and visitors thoughtful questions
7. Recount my own experiences and thoughts in discussions, and in New News, using Tapestry videos and photographs, outstanding work and personal items as stimuli
8. Respond to stories. Did I enjoy it? Which part? What will happen next?
9. Learn and perform our Class Nativity to an audience

OUTCOME/COMPOSITE

The children will rehearse and then perform our class nativity. Learning lines and taking stage direction.

Physical Development

PRIOR LEARNING

The children have revised and used fundamental movement skills, used a comfortable grip to write and use one handed tools and equipment successfully

INTENT

To use fundamental movement skills, a comfortable grip to write and one handed tools and equipment successfully

SEQUENCE OF LEARNING

1. Use fundamental movement skills in PE lessons
2. Confidently use a range of small and large equipment and collaborate with our friends to move large items to make giant potions, obstacle course and dens
3. Ride bikes whilst navigating obstacles
4. Hold a pencil comfortably to write and draw
5. Develop the strength in my hands in funky finger activities to improve my writing. Using play dough, clay, tweezers, scissors, paint brushes, small lego, threading beads, magformers, real life tools, sand and water tools
6. Use large movements by using the water pump, gardening, large water play, ribbons in dance, 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
7. Discuss the need for rules and how to remain safe

OUTCOME/COMPOSITE

The children will hold a pencil comfortably and write labels to describe the big bad wolf
The children will negotiate space and obstacles safely

Literacy

PRIOR LEARNING

The children have started to write some letters comfortably, distinguishing, recognising, and writing some initial sounds, their own name and understand print has meaning

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 and label all my work independently
2. Learn RWI set 1 sounds
3. Read Tricky Words like I, the and to
4. Label my pictures and lego creations trying to form the initial sound
5. Use Fred fingers to help me write words independently
6. Form lower case letters in my handwriting lessons and during independent writing when I make a wanted poster for our missing gingerbread men and in our letter to Santa
7. Identify sounds in words with Fred Talk so I can read the word
8. Talk about stories – is the big bad wolf bad? Why is the gingerbread man running? Are the three little pigs' kind? Who shall I write a letter to?
9. Predict what happens next in stories and imagine alternative endings
10. Label drawings of different houses from around the world
11. Write envelopes for my letters using a location and a name

OUTCOME/COMPOSITE

The children will be able to use their Fred fingers to help them write a letter to Santa
The children will know all set 1 sounds and write their name. The children will write adjectives to describe the big bad wolf

Mathematics

PRIOR LEARNING

The children can say one number for each item and link numerals and amounts to 5

INTENT

To link numerals and amounts to 5, recite numbers past 5, compare length, weight and capacity, understand the one more/one less relationship, understand the composition of 5

SEQUENCE OF LEARNING

1. Subitise when looking at small amounts
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 and be able to show these numbers in different representations with our fingers
4. Comparing different quantities when making potions, working in the post office, and voting for stories
5. Use one more and one less when discussing numbers
6. Singing and performing maths songs like the 5 currant buns, 5 speckled frogs, 5 little aliens and all teen numbers start with a 1.
7. Compare weight and capacity. How much magic potion is in each bottle? How much does each parcel weigh?
8. Keeping score of our games by using tallies and numerals
9. Playing number sequencing games
10. Continue to make repeating patterns with AB and ABC patterns

OUTCOME/COMPOSITE

The children will be able to build numicon houses of five, various ways and show 5 with their fingers multiple ways. They will be able to say what number they are on the register and what is one more than that given number

Understanding the World

PRIOR LEARNING

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

INTENT

To compare how people around the world celebrate and live their lives. Comment on how Christmas was celebrated in the past

SEQUENCE OF LEARNING

1. Recognise people have different beliefs and celebrate special times like Diwali and Christmas in different ways.
2. Comment on how Christmas was celebrated in the past
3. Compare Characters from stories. Should the wolf have blown down the house? Should the pig have hurt the wolf?
4. Learn about who help us in our community and be thankful for those roles
5. Start to explore the world map and which materials houses are built from around the world
6. Create rangoli patterns, diyas lamps, dance and retell the story of Rama and Sita
7. Weather and Seasons. Talk about changes in Winter.
8. Look at the changes in the weather on a daily basis when the children discuss the calendar
9. Explore the natural world around them, using our bug hunting bags
10. Talk about what they see and hear whilst outside using a wide vocabulary

OUTCOME/COMPOSITE

The children will be able to explain how people celebrate Diwali and Christmas during class discussions and which material they would use to build a strong house

Expressive Arts and Design

PRIOR LEARNING

The children have made finger puppets to retell the story of Supertato, built their own trap to catch Evil Pea, made Supertato puppets to retell the story and know a variety of songs

INTENT

To explore and use a range of artistic effects to express themselves in large scale art projects and Christmas crafts and to learn to sing whole songs

SEQUENCE OF LEARNING

Music & Movement

1. Dance every day during Wake & Shake
2. Discuss and dance to Hindu, Ballroom and Latin music
3. Sing nativity songs in time and rhythm
4. Learn sign language to We wish you a Merry Christmas
5. Sing our afternoon register

Tools and Techniques

1. To create Henri Matisse Art inspired by the Snail
2. Use tools to manipulate clay to make a gingerbread man, nocturnal animal and diyas lamp
3. Use a variety of tools and attaching techniques to build a house for Percy Pig
4. Explore various artistic effects to create Poppy pictures, Christmas cards and presents

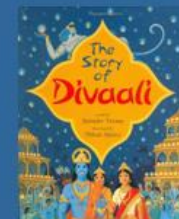
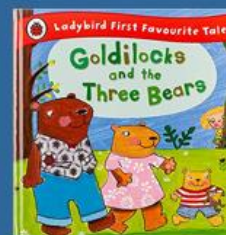
Exploring colour

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 sing songs in our nativity, create Christmas gifts for their family and build a house for Percy Pig

KEY TEXT



BIG VISITS



Dentist



Sixth Form Biologist

CELEBRATIONS AND TRIPS

Christmas cinema trip



Joshua Class Christmas party



Children In Need

Christmas music video with Newquay Junior Academy

