

Term : Autumn (Precision - Science)	Project title: All aboard our animal adventure!	Year group: Reception
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Summary of the project block: We will start by learning all about us! Who we are, where we live and who is in our family. The children will explore our local area and observe the changes they notice in the natural environment (weather, seasons, growing, colours, changes of state). Children will explore different religions and be able to name some special buildings in our community and explain their function through role play and small world re-enactment. We will be exploring and learning about the Harvest festival, Diwali, Hanukkah and Christmas traditions all over the world. They'll enjoy learning and re-telling stories and nursery rhymes. We will explore animals and their habitats. We will choose the best materials to design an animal shelter. We will look at light and shadows and re-tell some of our favourite stories using shadow puppets. We will create independent and group pieces of art and music and perform to an audience our Christmas Play.

Context:

Autumn 1

Week 1 & 2	6-17 Sept	School adventure begins! Transition and baseline
Week 3	20-24 Sept	Who lives in your house and what does it look like? Family adventures
Week 4 & 5	27-8 Sept/Oct	Harvest and harvest festival
Week 6	11-15 Oct	Local adventures and park visit
Week 7	18-22 Oct	Halloween

Autumn 2

Week 1	1-5 Nov	Diwali and Bonfire night (keeping safe)
Week 2	8-12 Nov	Noah's Arc. Introduction of animals
Week 3	15-19 Nov	Woodland animals and sea animals
Week 4	22-26 Nov	Jungle and endangered animals
Week 5	29-3 Nov/Dec	Hanukkah Post Office trip to send letters to Santa
Week 6	6-10 Dec	Christmas performance
Week 7	13-17 Dec	Christmas story. (Cards and decorations)

What do we want children to know by the end of the block and what do we want children to know how to do by the end of this block?

<p>Communication and language</p> <p>Follow adult cues and know behaviours for successful listening. Participate in predictable texts. Recall simple nursery rhymes. Ask either/or questions. Participate in adult narration of independent learning. Recall, define and use new vocabulary from this term. Develop social phrases. Answer who, what, where,when, how questions. Think out loud about how things work. Use complete sentences when talking about ideas. Recognise rhyme words in stories. Learn more complex rhymes and songs. Secure agreed rules for conversation turn taking in small and large groups. Ask" tell me more" to extend responses. Use questions why and how. Follow 3 step instructions. Describe events in some detail.</p>	<p>Physical Development</p> <p>Stack, align and balance blocks of different shapes and sizes Thread, peg, and sew on cards. Cutting along lines, Beginning to use a pencil effectively and ascribe marks. copy letters when writing. Move safely in a large space, negotiating obstacles Finds a space when asked/ change direction. Stop quickly and can change speeds. Can move in simple ways such as, crawling, walking, rolling and Running. carries a large object up and down steps. Move forwards, backwards, left and right. Line up and Queue following simple verbal and visual reminders. Manage their own toileting routines, including handwashing.</p> <p>Cut a curved/angled line without moving the paper Stack, aligning, balancing with magnetic joints Join and separate small construction kit components by clicking and twisting. Dig with trowels and hand forks Use squashing techniques including rolling pins to achieve desired effects. Beginning to be able to write some letters independently. (Not always correctly formed.) Move by hopping and climbing. Travel in different ways with control and coordination. Jump in different ways and land appropriately when jumping from apparatus. To be able to line up without standing to close or touching others with support.</p>	<p>Personal, Social and Emotional Development</p> <p>Talk about likes,dislikes and family members. Follow classroom routines including self help and clothing. Follow classroom expectations. Distinguish between healthy food choices and treats. Define what makes you special. Build vocabulary around feelings.</p> <p>To learn how to keep yourself safe from strangers.</p> <p>Understand hand washing routine to keep us healthy. Wash hands with some prompting.</p> <p>Follow wider school regimes. Articulate and demonstrate teeth cleaning. An understanding of what makes a good sleep routine. Articulate and demonstrate handwashing and food preparation. Identify healthy food. Work in pairs to succeed in a challenge. Perform confidently to an audience. Share and cooperate with friends in play. Understand how to be safe when walking in the local environment. (Being a safe pedestrian).</p>	<p>Expressive arts and design</p> <p>Children can work with others to create a piece of artwork. Explain what they would like to make before they make it. Draw familiar people from memory. Make the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Enact domestic routines and brief family narratives using props.</p> <p>In a group, children can critique other children's artwork. Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects.</p> <p>Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs and song ring games by heart Generate short narratives about the environment using small world props.</p>
<p>Mathematics</p> <p>Count objects saying numbers names in order. Matching one number to each item and say how many in total. (To 10) Say how many objects there may be before counting. Children to identify representations of 1, 2 and 3.</p>	<p>Literacy</p> <p>Develop book-like vocabulary and language structure. Understand the way stories are structured. (Beginning, middle and end). Recall key elements of books they have heard. Predict the element of the plot and empathise with characters.</p>	<p>Understanding the world</p> <p>Describe changes of state with cement and clay. Name plants and parts of plants in allotment harvest. Explain the home in 2D and 3D, naming rooms and parts of the building. Know that children were babies in the past.</p>	

<p>Children make marks to represent numbers 1,2,3. Children can understand one more and less to 3 and can represent this. Children explore the composition of numbers 2 and 3.</p> <p>Narrative the pattern of the school day using now, next, after playtime, after lunch, before lunch, hometime etc. Recognise commonality and make sets. Compare sets. E.g. same, more, fewer. Make patterns with various rules. Children are to create their own patterns. Children notice deliberate mistakes when patterns are made. Understanding of properties of circles and triangles. Understand and use positional language. Play games which involve quickly revealing and hiding numbers of objects. Children have a clear understanding of the number 4 and 5. (Count, subitise and match numeral to quantity) Counts forwards and backwards to 5. One more and one less to 5. Recognise and write numbers to 5</p> <p>Understanding of properties of circles, rectangles, squares and triangles. Combine shapes to make new shapes. E.g. 2 triangles to make a square. Understand and use positional language. Children talk about night and day and order key events in their daily routines. Use language to describe when events happen. Children measure time in simple ways. E.g. counting the number of sleeps.</p>	<p>Name book characters and their qualities. Articulate the dilemmas the characters have faced. Counts and claps syllables in one to five syllable words. Knows some phoneme and grapheme links Repeat three phonemes or syllables in order. Blends and segments CVC words. Find two pictures that go together to make a compound word. Use marks or some letters for meaning. Write names from memory. Hear and say initial sounds in a word. Understand the difference between fiction and non-fiction. Detect rhyming words and match two words that rhyme from a choice of three when there is a different syllable structure. E.g. Candle, handle, hat. Sort objects/words based on the number of syllables they contain. Detect odd one out on an alliterative word string. I can sort by initial sounds. Can blend 4 phoneme words, CCVC, CVCV, VCV. Write labels Aware that words start with the same phoneme. Understand some vocabulary from stories/poems/non fiction. Know the sounds of the letters in my name. Knows 5 common exception words. Write CVCs words with support.</p>	<p>Know that adults were children in the past. Know that adults can remember things from the past. Knows how objects cast a shadow. Explores how light travels through different materials. Children name family members in detail.</p> <p>Describe changes to trees and woodland plants in autumn. Know and demonstrate how to plant bulbs. Predict how it will grow. Describe family Christmas traditions Describe and explain changes of state with chocolate In a group look at different habitats from around the world. Name some special buildings in our community and explain their function through role play and small world re-enactment.</p>	
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Which words and phrases do we want children to recall and define by the end of this block

<p>CLL Please, thank you Hello, goodbye My turn, your turn How are you? Before, after, now, next Who, what, why, when, where, how Today, tomorrow, yesterday Same, different Rhyme Friends, family Beginning, middle, end</p>	<p>PD Balance, stack Thread, peg, sew Forwards, backwards, left, right Crawl, walk, roll, run Squash, squeeze, pinch, stretch, twist Pat, flat, cut, press, dough Together, join, separate</p>	<p>PSED Emotions, happy, sad, excited, angry, worried, unwell, tired, confused Family, friends Likes, dislikes Healthy, unhealthy Hand wash, soap, toilet, flush, germs, clean Ready, safe, respectful Routine, register, maths, literacy, phonics, assembly, over and over, hometime</p>	<p>M More, less Now, next, after, before Same, more, fewer On, behind, under, beside Bigger, smaller Pattern Circle, curved, round, side Triangle, straight, 2D, point Forwards, backwards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Rectangle, square Together, combine Separate, split Night, day, morning, afternoon, bedtime Calendar, days, weeks, weekend</p>	<p>L Story, rhyme, character, setting, plot Beginning, middle, end Dilemma, problem Kind, unkind, greedy, fussy, grumpy, brave, strong, strange, magical, fantasy, non-fiction, fiction Syllables, blend, segment Initial, first</p>	<p>UW Autumn Winter Hibernate Habitat Nocturnal Stem/petal/leaf/ roots Tree/flower/plant Sun/rain/wind/snow Dark/light Clay, wet, cold, dry, hard, rough, smooth Past, present, future Building, home, house, room, kitchen, bathroom, bedroom Family members Light, shadow Materials School, church, library, shop, Post office, Metro, bank</p>	<p>EAD Paper, card Crayon, pencil, pen, felt pen, chalk, paint, draw Scissors, brush, thin, thick Straight, curved Join, glue stick, pva glue, split pin, tape Colour, mixing, light, dark, lines Create, make, improve Mix, predict, effects Pulse, beat, rhythm Clap, tap, stamp Perform, unison, loud, quiet, fast, slow, quick</p>
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Which **visits, visitors and special experiences** will we organise to secure children's knowledge ?

- Teddy Bear's Hospital
- Visit to local post office to post letters to Santa
- Local park visit
- Forest School
- Rockpool School to visit school
- Hedgehog Rescue Centre to visit school
- Visit the church for Harvest Festival and Christmas carols

Which **books** will help children secure and think more deeply about the knowledge in this block?

Autumn 1

Week 1 & 2	6-17 Sept	Going to School and Topsy and Tim Start School
Week 3	20-24 Sept	Peepo
Week 4 & 5	27-8 Sept/Oct	The Enormous Turnip and Handa's Surprise
Week 6	11-15 Oct	Tidy
Week 7	18-22 Oct	Winnie the Witch and Meg and Mog

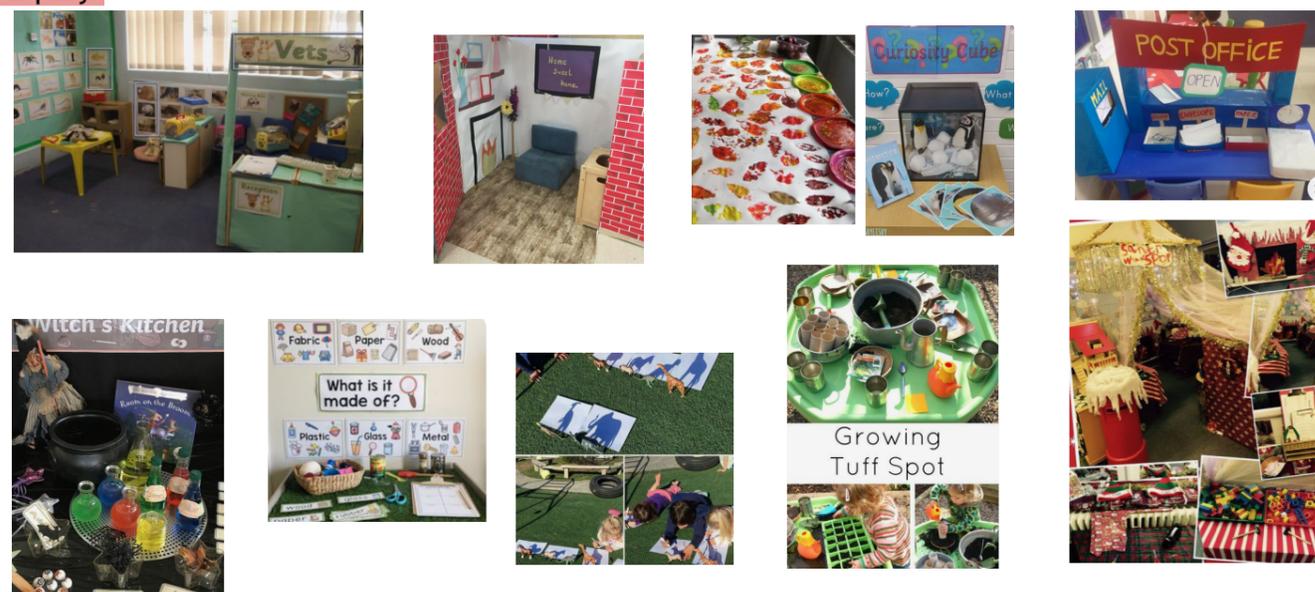
Autumn 2

Week 1	1-5 Nov	Guy Fawkes
Week 2	8-12 Nov	Noah's Arc
Week 3	15-19 Nov	The Gruffalo and Tiddler
Week 4	22-26 Nov	Monkey Puzzle and Oi Get Off Our Train
Week 5	29-3 Nov/Dec	The Jolly Postman
Week 6	6-10 Dec	
Week 7	13-17 Dec	Christmas story

Which strategies are we using to help our **most vulnerable children** deepen their knowledge this half term?

- S&L support in classroom
- Communicate in print to support language and vocabulary development and understanding
- Small groups
- Daily phonics
- Interventions to be delivered depending on need
- Forest School
- Thrive/Rainbow
- OPAL
- Regular communication with parents/carers
- Follow guidance given from outside agencies on Support Plan
- Daily check in - emotions
- Mini hub with targeted tasks

How will we enhance our **continuous provision indoors** to extend learning through independent enquiry?



How can we involve **families** in learning?

- Regular communication with parents/carers at drop off and hometime
- Sharing work and achievements on Seesaw
- Weekly news reported on Seesaw with things that have happened in class as well as youtube links to stories read, rhymes learnt and tips and ideas for home learning.
- Volunteers required for local walks
- Christmaths
- Parents invited to Christmas performance

How will we enhance our **continuous provision outdoors** to extend learning through independent enquiry?



Which **Characteristics of Learning** will you be focussing on?

- Playing and Exploring - finding out and exploring
- Active Learning - involved and concentrating
- Creating and Thinking Critically