

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 All About Me, Traditional Tales, Friendships, Wellbeing and Our Community

Personal Social and Emotional Development	Communication and Language	Physical Development
PRIOR LEARNING 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.	PRIOR LEARNING In EYFS, the children have learnt to understand a two-part instruction and tried to express a point of view.	PRIOR LEARNING In EYFS, the children have developed their movement, attempted a comfortable pencil grip and used one handed tools and equipment.
INTENT To build constructive and respectful relationships, identify and express their feelings and develop skills needed to manage the school day.	INTENT To understand how to listen carefully, express a point of view, describe events in some detail and join in rhymes and songs.	INTENT To revise and use fundamental movement skills, use a comfortable grip to write and use one handed tools and equipment successfully.
SEQUENCE OF LEARNING 1. Understand Robin class rules. Why do we have rules? Setting behaviour expectations. 2. Learn about Robin class and tell my new friends what is special about me in positive terms. What am I good at? 3. Playing in Discover and Do and learning to take it in turns. Using egg timers independently to help us learn what a fair turn is. 4. Identify and express our own feelings through the Zones of Regulation. 5. Understand healthy living and make healthy choices. 6. Understand how we are different and the same in positive terms.	SEQUENCE OF LEARNING 1. Explore new vocabulary in role play areas inside and outside. 2. Show awareness of the listener in group discussions. 3. Respond to 'How and Why' questions. 4. Ask my friends and visitors thoughtful questions. 5. Recount my own experiences and thoughts in discussions and using Tapestry. 6. Respond to stories. Did I enjoy it? Which part? What will happen next? 7. Join in rhymes and songs. 8. Recount Drawing Club stories using small world area. 9. Compare and contrast my family to others.	SEQUENCE OF LEARNING 1. Revise and use fundamental movement skills in PE lessons and whilst riding the balance bikes. 2. Develop a dominate hand in order to hold a pencil comfortably to write and draw. 3. Develop strength in my hands to improve my writing using funky finger activities such as: playdoh, tweezers, scissors, paint brushes, threading beads, small blocks and water tools. 4. Use a knife and fork effectively, to eat our lunch. 5. Use large movements to help us develop body strength to improve our health and wellbeing such as: den building, gardening and large block area.
OUTCOME/COMPOSITE The children will successfully know and follow the class and school rules. (Be kind, respectful, gentle, honest, work hard, listen and look after property).	OUTCOME/COMPOSITE The children will express a point of view and recount stories using finger puppets and small world resources.	OUTCOME/COMPOSITE The children will hold a pencil comfortably and design a wanted poster linked to our story. The children will negotiate space and obstacles safely.

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, to recognise and write their own name, to write initial sounds and understand that print has meaning.

SEQUENCE OF LEARNING

1. To find my name card every morning and write my name.
2. Label my work with my name.
3. Participate in Little Wandle daily phonic lessons and begin to learn the phase 2 sounds.
4. Attempt to read and spell CVC words.
5. Begin to read 'Tricky Words' such as: the, and, I.
6. Label my pictures trying to form the initial sound.
7. Understand what a 'wanted' poster is and what makes a good character description.
8. Use my 'phonic fingers' to begin to write independently.
9. Write initial sounds in unfamiliar words.
10. Write a list.
11. Engage in conversation about stories.

OUTCOME/COMPOSITE

The children will know 15 phase 2 sounds.
The children will be able to write their name.
The children will make a 'wanted' poster linked to our story, 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 such as: 5 currant buns, 5 little space men, 10 green bottles.
7. Measure – length, height and distance. How tall is the book tower? How do we know what is bigger? Use tape measures to find out how tall our towers are and how far we can jump or throw a beanbag.
8. Keep score of our games by using tallies and numerals.
9. Playing number sequencing games.
10. Sharing things between our class and learning how to do this equally. What does this 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 e.g. birthdays.
2. Talk about family roles and routines and how they are the same/different.
3. Develop an understanding of locational knowledge such as: where we live – near the coast.
4. Learn about who help us at school and in the community and be thankful for those roles.
5. Create a timeline of my life so far.
6. Learn about our 5 senses and how each one helps us.
7. Weather and Seasons – talk about changes in autumn, what happens in autumn? Use our weather calendar to talk about the changes on a daily basis.
8. Explore the natural world around them, use bug hunting resources and nature walk around the local area.
9. Create a simple map of our school.
10. Compare and contrast houses from the past and explore how they were made.
11. Understand where our food comes from – make an apple and blackberry crumble.

OUTCOME/COMPOSITE

The children will talk about their families and people in our community as well as the changes they notice in autumn.
The children will be able to name the 5 senses.

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. To sing songs and to recite poetry.

SEQUENCE OF LEARNING

Music and Movement

1. Dance every day during wake and shake.
2. Explore and discuss patterns in sounds and music.
3. Sing songs daily keeping in time and in rhythm.
4. Clap syllables in children's names.
5. Explore and describe percussive sounds – fast, slow, loud, quiet, high, low, quick.

Tools and Techniques

1. Use tools to manipulate materials such as scissors to create our Tudor houses.
2. Use mirrors to draw fine line self-portraits.
3. Create birthday cakes from playdoh using a variety of tools.
4. Learn how to use the 'chomp saw' as well as other tools and attaching techniques to make creative 'junk' models.

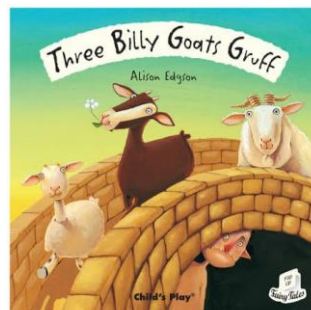
Exploring Colour

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

OUTCOME/COMPOSITE

The children will make Tudor houses and retell a number of stories using finger puppets/small world resources. The children will know a variety of songs.

Drawing Club Texts



Celebrations, Visits and Trips

Dojo party for following the class and school rules



Fire Service Visit



Walk around our local area to spot autumnal changes

