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

Our key questions: I wonder what it is like in Space? How do people celebrate Christmas?
Why do people wear a red poppy?

Key Themes
Space, Diwali, Christmas

Personal Social and Emotional Development	Communication and Language	Physical Development
PRIOR LEARNING The children have learnt to develop a sense of responsibility, talk about their feelings and follow the Robin Class Golden Rules.	**PRIOR LEARNING** The children have learnt to express a point of view and recount a range of Traditional Tales.	**PRIOR LEARNING** The children have revised and used fundamental movement skills, began to use a comfortable grip to write and used one handed tools and equipment.
INTENT To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	**INTENT** To understand how to listen carefully, express a point of view, describe events in some detail and join in rhymes and song.	**INTENT** To use fundamental movement skills, to develop a comfortable grip to write and use one handed tools and equipment successfully.
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 connect four and dominoes. 4. Build constructive and respectful relationships with our friends in Robin 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.	**SEQUENCE OF LEARNING** 1. Enjoy listening to longer stories and predict what happens. 2. Listen and sing songs and rhymes like 5 current buns and 5 little aliens. 3. Explore new vocabulary in role play areas inside and outside linked to our space topic. 4 Develop storylines in my play – what happens when I go to Space? Where will I visit? What will my planet be like? 5. Respond to 'How and Why' questions. 6. Ask my friends and visitors thoughtful questions. 7. Respond to stories. Did I enjoy it? Which part? What will happen next? 8. Learn and perform the Nativity story to an audience.	**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 space 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 such as using play dough, clay, tweezers, scissors, paint brushes, sand and water tools. 6.Use large movements by using large water play, ribbons in dance, den building, sand pit, large scale paint projects to help us develop body strength to
OUTCOME/COMPOSITE The children will successfully think about the perspectives of other during Storytime and Discover & Do	**OUTCOME/COMPOSITE** The children will rehearse and then perform the Nativity story – learning lines and songs and taking stage direction.	**OUTCOME/COMPOSITE** The children will hold a pencil comfortably and write labels to describe the Wild Things. 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. To write my name every morning and label all my work independently.
2. Participate in Little Wandle daily phonic lessons and continue to learn the phase 2 sounds.
3. Read and spell CVC words.
4. Read 'Tricky Words' - the, and, I and begin to read new tricky words as they are introduced.
5. In Drawing Club, copy the word of the day and label my pictures using my 'phonic fingers' and known sounds.
6. Form lower case letters correctly in my daily writing lessons and during independent writing.
7. Write a letter to Santa.
8. Write a list of what things I will need to take to Space.
9. Talk about stories, predicting what might happen and imagine alternative endings.
10. Begin to develop fluency in my reading of decodable books.

OUTCOME/COMPOSITE

The children will know all phase 2 sounds.
The children will be able to use their phonic knowledge to write a letter to Santa including their name.
The children will make a list of the items that they want to take to Space.

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, identify, name and compare circles, triangles and 4-sided shapes, identify shapes within the environment and describe position and daily routines.

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 and counters.
4. Comparing different quantities when making potions, working in Santa's workshop and voting for our daily story.
5. Use one more and one less when discussing numbers.
6. Singing and performing maths songs such as: 5 currant buns, 5 little aliens and 10 green bottles.
7. Shape – talk about and answer questions about shapes using mathematical vocabulary such e.g. How many sides, corners, straight, curved edges.
8. Keep score of our games by using tallies and numerals.
9. Playing number sequencing games.
10. Paying for our snack using pennies.
11. Continue to make repeating patterns with AB and ABC patterns and explore other patterns.

OUTCOME/COMPOSITE

The children will be able to show various ways of making numbers to 5 using counters and their fingers.
They will be able to use pennies to pay for their daily snack and be able to say what one more than a given number is.

Understanding the World

PRIOR LEARNING

The children can talk about their families and people in our community. They can talk about the changes in the weather and name the 5 senses.

INTENT

To compare how people around the world celebrate occasions and live their lives. Children will be able to comment on why Christians celebrate Christmas and how it was celebrated in the past.

SEQUENCE OF LEARNING

1. Recognise people have different beliefs and celebrate special times in different ways, e.g. Diwali and Christmas.
2. Comment in how Christmas was celebrated in the past.
3. Talk about their own family celebrate Christmas and how they are the same/different.
4. Develop an understanding of locational knowledge such as: where our school is as well as what countries make up the United Kingdom.
5. Learn about who help us in the extended community and be thankful for those roles.
6. Learn about different materials and talk about which material would be best for making an umbrella and explain the reason why.
7. Weather and Seasons – talk about changes in winter, what happens in winter? 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. Compare our lives with the astronauts that live on the International Space Station.

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 make an umbrella.

Expressive Arts and Design

PRIOR LEARNING

The children have made Tudor houses and have retold Traditional Tales using the small world resources.

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 and Movement

1. Dance every day during wake and shake.
2. Discuss and dance to songs linked to our topic of Space
3. Sing nativity songs in time and in rhythm.
4. Learn sign language to We Wish you a Merry Christmas.
5. Sing our lunch time song.

Tools and Techniques

1. Create a piece of 'Space' artwork inspired by Peter Thorpe.
2. Use tools to manipulate materials such as papier mache to create diya lamp.
3. Use junk modelling resources to make a rocket.
4. Explore various artistic effects to create Poppy pictures, Christmas cards and presents.

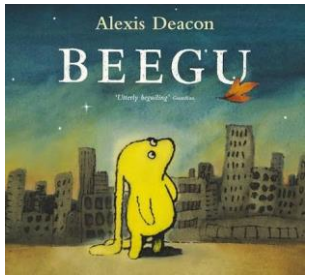
Exploring Colour

1. Use a variety of tools such as sponges and dry brushes to apply paint to a picture as well as pastels to create texture.
2. Broaden the language of art such as: background, foreground and contrast.

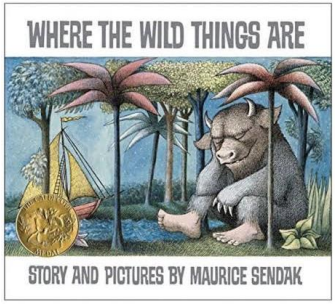
OUTCOME/COMPOSITE

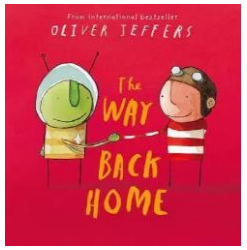
The children will create a Space themed picture, sing in our nativity and create Christmas cards and gifts for their family.

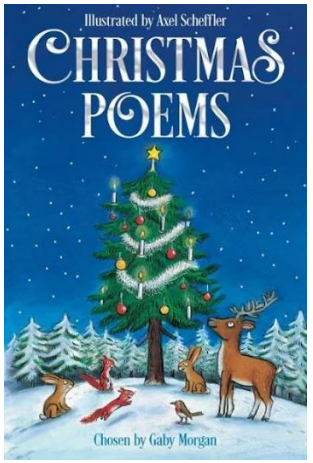
Drawing Club Texts











Celebrations, Visits and Trips

Dojo party for following the class and school rules



Remembrance Day



Cinema Trip



Christmas performance of the Nativity

Lappa Valley Trip to see Father Christmas



