



Autumn 1 sequence of learning - Early Years Foundation Stage



Key Theme

All About Me

Reading Spine texts



Personal, Social, Emotional Development

Prior Learning

The children have learnt to develop a sense of responsibility, can select resources, play with others, talk about their feelings, put on coats, toilet unaided and wash their hands.

Intent

The children will share information about themselves, their families and their experiences, beginning to talk about similarities and differences between themselves and others in positive terms.

Sequence of Learning

- Can I begin to talk about and understand similarities and differences between myself and others in positive terms? Acting out roles from stories people's experiences.
- Can I listen to a range of stories related to different backgrounds and experiences?
- Can I understand Poltridmouth class rules. Why do we have rules?
- Learn about 'sharing time/review time/new news' and tell my new friends what is special about me using positive language. To talk about what we are good at and what makes us special.
- Can I talk about my immediate family?
 - Can I learn and talk about who help us in our community and be thankful for those roles?

Composite

Children will think about similarities and differences between themselves and others, identifying this through stories and role play scenarios. Children will explore this through self-portraits.

Drawing Club texts



Key questions

What is special about me?

What is special about my family?

What is special about my community?

What is special about where I live?

What do I like to do?

Key Vocabulary

family, community,
special, people, places,
hobbies, rules, same,
different, portraits,
presenter, senses

Communication and Language

Prior Learning

The children have learnt to understand a two-part instruction and tried to express a point of view, enjoying listening to longer stories, singing songs and starting to use longer sentences of four to six words.

Intent

The children will understand how to listen carefully to peers, adults and stories, express a point of view, join in with repeated refrains, understand the use of different objects, use prepositions, describe events in some detail and join in rhymes and song. They can use talk to pretend in play.

Sequence of Learning

The children will explore and use new vocabulary in role play areas inside and outside.

The children will use their 'presenter voice' to share new news as well as show awareness of the speaker by listening carefully.

Respond to 'How and Why' questions related to both play and key texts. Respond to stories and join in with the key phrases of key texts and favourite stories. Did I enjoy it? Which part? What will happen next?

Begin to ask my friends and any visitors in the classroom thoughtful questions.

Recount my own experiences and thoughts in discussions, through New News and in adventure time reviews, using Tapestry and Class Dojo videos and photographs, brilliant work and personal items as evidence and inspiration.

Join in rhymes and song about Maths and the world around us, weather and routine songs.

Recount Owl Babies story using a Story Telling box, props puppets and a stage.

Compare and contrast my family to others, discuss feelings about starting school and describe my house and the place where I live.

Composite

The children will express their point of view about a favourite story. They will recount 'Owl babies', using key phrases and refrains, key events in the storyline with the support of picture, props and puppets.

Celebrations and Trips

Walk around Fowey and Autumn Hunt



Prior Learning is taken from the statutory reception baseline assessment during the first six weeks of the academic year, in conjunction with transition communications with previous settings and further informed by prior Development Matters areas.

Visitors

Sharing about our families and who we live with at home



Physical Development

Prior Learning

The children have developed their movement through climbing stairs, balancing and using large movements to mark make. They have attempted a comfortable pencil grip with good control and used one handed tools and equipment including scissors to make snips.

Intent

The children will revise and use fundamental movement skills, developing spatial and positional awareness. They will use a comfortable grip to write and use one handed tools and equipment successfully and choose the appropriate resources to carry out a plan.

Sequence of Learning

- Revise and use fundamental movement skills in PE lessons.
- Hold a pencil comfortably to write and draw. Hold a paintbrush comfortably to mark make.
- Develop the strength in my hands in finger fit and dough disco activities to improve my writing.
- Use larger movements through floor and large wall chalk pictures, large water play, obstacle courses, climbing equipment, den building, sand pit, large scale paint projects to help us develop strength, fluency between movements, to improve our writing and motor control and support wellbeing.
- Ride bikes and scooters in our outdoor area.
- Build obstacle courses - how can we move our body around the course?
- Explore using sand, play dough, tweezers, scissors, paint brushes, small lego, threading beads, real life tools and bolts and screws, water pumps and syringes, sand and water tools.

Composite

The children will hold a pencil comfortably and use their pencil grip to support designing cards and a wanted poster for the big bad wolf. The children will negotiate space and obstacles safely when designing, building and moving over an obstacle course.

Expressive Arts and Design

Prior Learning

The children have explored materials and colour, developed imaginative play through stories, paying attention to sounds and drawing with more details.

Intent

Develop fine-motor skills to be able to use pencils for drawing and to explore mark making techniques including using a paintbrush, fingers and a range of tools. Children are to develop observational skills when exploring what they see, notice and wonder about around them. Children will sing a range of well-known nursery rhymes and songs; perform songs and rhymes with others, and explore making sound.

Sequence of Learning

- Can I use tools to manipulate materials such as scissors to cut out Three Billy Goats Gruff puppets?
- Can I use small beads and string to create pattern necklaces?
- Can I use mirrors to paint self-portraits?
- Can I create birthday cakes, food and faces from play dough using a variety of tools?
- Can I use a variety of tools and attaching techniques to make our own houses with Junk Modelling?
- Can I use a variety of tools and techniques to mark make and freely create pictures, such as stamps, pipettes, rollers, paintbrushes, fingers?
- Can I experiment mixing primary colours?
- Can I use language around colour – bright, light?
- Can I explore Autumnal colours through creating natural art displays and leaf collages?
- Join in with songs linked to daily routines, following steps, tunes and actions. Dance every day during movement breaks/ wake and shake
- Sing songs daily keeping in time and in rhythm, including number songs, nursery rhymes, register, circle time and tidy up songs
- Learn sign language to accompany our register songs, and apply these signs with accurate timing and rhythm
 - Explore and discuss patterns in sounds and music. Clap syllables in names. Freely explore percussive sounds using pots and pans and musical instrument

Composite

Children have experience of mark making using a range of tools and techniques. The children will create a silhouette painting of a 'sign of Autumn' using fingerprint mark making and create a self-portrait.

Literacy

Prior Learning

The children have attempted to write some letters, their name and talked about stories. They are enjoying mark making.

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

- Write my name every morning.
- Label my work and art with my name.
- Label my pictures and creations, trying to form the initial sound.
- Learn RWI set 1 sounds and practice oral blending.
- Attempt to read and spell CVC words.
- Become aware of why writing is useful by writing cards of care to family, friends or community members.
- Write the initial sounds in words and 'codes'
- Understand what a wanted poster is and what makes a good character description, through a wanted poster for the big bad wolf.
- Attempt to write a list when I find objects on my Autumn Walk, using initial sounds.
- Create a family picture, writing the names/initial sounds of people in my house.
- Engage in conversation about my favourite stories to share with family, adults, friends or engage with independently.

Composite

The children will know 16 set 1 sounds and can write their name. The children will make cards for people in their family or community that they care about.

Mathematics

Prior Learning

The children have spoken numbers past 5 out loud and can show 'finger numbers to 5'.

Intent

Children can recognise up to 3 objects, without having to count them individually, can recite numbers to 10, can say one number for each item in order and attach value up to 3. They will identify more/less and big/small, can take and add objects from a starting pile, can touch each item once using 1:1 correspondence up to 3 items, can begin to share items equally and can match and sort objects. They can explore simple repeating patterns and explore size, capacity and mass.

Sequence of Learning

Winning with Number Wins 1-20

-What numbers are special to me? Display house numbers from the children, birthday cards, discuss how old our siblings are and each other. - Book vote - spotting more or less

Teddy bears picnics - spotting big or small

-Representing/counting/arranging sorting and comparing objects and amounts up to 3 in arrays.

-Singing and performing Maths songs like the animals went in two by two, 5 currant buns, 5 speckled frogs and what are shapes.

-Measure - How tall is the book vote towers, how do we know what is bigger? Using tape measures to find out how tall our towers are. How far can you jump or throw?

-Sharing things between our class teddies and learning how to do this equally.

-Learning how to make repeating patterns with AB and ABC patterns using nature and natural resources from our autumn walk

-Match, sort and compare Autumn Walk finds

Composite

The children will be able to say one number for each item and link numerals and amounts to 3

Understanding the World

Prior Learning

The children have begun to make sense of their own life story and family history, begin to use senses to explore what they can see and explore different materials, and show interest in different jobs, the way things work and the living things around them.

Intent

To explore the immediate environment, including textures of different materials, cause and effect, spot changes and details in the natural world around me including weather. Children to share information about themselves, their families and their experiences including to know where they live and go to school and express some signs of Autumn.

Sequence of Learning

- Can I develop understanding of locational knowledge such as we live near the beach/river/forest? Can I start to explore the world map and learn why Cornwall is special/why where I live and go to school in Fowey is special?

-Can I talk about changes in Autumn? Can I talk about the weather on a daily basis?

-Can I explore the natural world around me, using magnifying glasses and my 5 senses?

-Can I talk about the weather and season through songs and our daily calendar?

-Can I investigate through play to explore a range of textures and cause and effect e.g., shaving foam, porridge, cous cous, aquabeads, mud, sand, rice, paint etc?

- Can I explore scale, measurement, and cause and effect in relation to trajectory through loose parts, construction sets and large-scale block play?

- Can I develop my fine motor skills by using whole hand grasp with large magnifying glasses and tweezers, using large bug pots, pestle and mortar mixing leaves and large torches, kneading, pushing, rolling, pinching, twisting, plaiting, squeezing, threading and pressing different materials and textures?

-Can I talk about my immediate family, my family structure, my home and some other relatives?

- Can I compare and contrast houses from the past and explore how they were made?

- Can I learn and talk about who help/helped us in our community and be thankful for those roles?

Composite

Children can use role play activities to reflect on and act out real life experiences both in their families, in the past and recreating roles of people who have helped in our community. Children can describe the place where they live and go to school including key features such as the beach and river. They can talk about and explore signs of Autumn in the immediate environment.