

## EYFS – Reception and Nursery

Nursery / Reception	Autumn 1 2023	Enquiry Theme	Let's find out, all about me.		
	Cycle B	Enquiries	NEW BEGINNINGS / GETTING TO KNOW ONE ANOTHER AND OURSELVES / THE BODY / TO EXPLORE LIKES AND DISLIKES		
Role play	Inside		Home Corner LRH bread kitchen	Outside	Mud Kitchen and potion making with Autumn inspired found items – acorns, leaves, twigs, pine cones, orange peel, conkers etc.

Throughout all learning, the Reception Team will ensure activities and interactions which support the <b>Characteristics of Learning:</b>								
<b>Week 1</b> <i>Settling into EYFS</i> <i>Developing routines</i> <i>Introducing children to provision and outdoor areas</i>	<b>Week 2</b>	<b>Week 3</b>		<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Personal, Social and Emotional Development (PSED)</b>  <b>F1 – Focus</b> on self regulation and building relationships  <b>F2 – Managing self</b> and building constructive respectful relationships	<b>FS2- Jigsaw - Being Me in My World</b>							
	<b>Piece 1 - Who... Me?!</b>  I understand how it feels to belong and that we are similar and different	<b>Piece 2 - How am I feeling today?</b>  I understand how feeling happy and sad can be expressed	<b>Piece 3 - Being at School</b> Nursery/Pre-school  FS2 Being at School  I can work together and consider other people's feelings	<b>Piece 4 - Gentle Hands</b>  I can use gentle hands and understand that it is good to be kind to people	<b>Piece 5 - Our Rights</b>  I am starting to understand children's rights and this means we should all be allowed to learn and play	<b>Piece 6 - Our Responsibilities</b>  I am learning what being responsible means		
<b>Physical Development(PD)</b>	<b>FS1: Circle games, action songs and rhymes</b> , initial grip supported to increase control of mark making tools. <b>Fine:</b> developing tripod grip to control a range of mark making tools To use a knife and fork Putting on coats, jumpers and cardigans <b>Gross:</b> Develop movement, balancing, riding balance bikes, scooters etc.							
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	<p><b>Get Set 4 PE</b> FS2 <b>Introduction to PE: Unit 1</b> Children to develop understanding of expectations during PE lessons (listening and attention)</p> <p><b>Fine:</b> Develop fine motor skills so they can use a range of tools competently, safely and confidently. <b>Gross:</b> Combine movements with ease and fluency. Further develop and refine ball skills, kicking, passing. Foundation movement refinement, crawling, rolling, jumping.</p>						
	<p>Learning safe use of outdoor equipment (climbing frame)</p> <p><b>FS1: As above but with support – encourage to use steps first and support on A frame</b></p>	<p>Scissor skills – can you cut along a path for the Little Red Hen?</p> <p><b>FS1: As above but with support – range of scissors available - small and large loop handled, L/R handed</b></p>	<p>Balancing – can you make a path for LRH and follow it outside?</p> <p><b>FS1: As above but with wider balance items – crates, pallets, boards, blocks and tyres.</b></p>	<p>Threading – can you thread along the story board?</p> <p><b>FS1 – threading onto string, straws, wider holes on beads</b></p>	<p>Kneading, rolling, pinching, pulling, pouring, mixing, tipping – making salt dough and bread shaped items for LRH kitchen</p> <p>Making Hull fair rides (outside/inside play dough and construction areas)</p>	<p>I can walk in a line on our Autumn walk around the field into the hall/dining hall.</p>	<p>Balancing – can you make a path from/between different areas and follow it?</p> <p><b>FS1: As above but with wider balance items – crates, pallets, boards, blocks and tyres.</b></p>
<p><b>Communication and Language (CL)</b></p>	<p><b>Listening, Attention and Understanding:</b> Use new vocabulary through the day.</p> <p><b>F1: Listening and attention</b> start to build a repertoire of songs and rhymes <b>Speaking</b> Enjoy listening to longer stories Develop communication, pronunciation and multi syllabic words</p> <p><b>F2: Listening and attention</b> Understand how and why listening is important Engage in story time</p>						

St Richard's- Curriculum Overview- Medium Term Plan (MTP)

	<p>Listen to and talk about stories          Use new vocabulary in different contexts          Learn rhymes, poems, songs and stories  <b>Speaking</b>          Learn new vocabulary          Use new vocabulary          Describe events in detail          Develop social phrases</p>						
	<p>Learn and use new vocabulary all to do with our classroom and routine.</p> <p><b>First, next, then, finally</b></p>	<p>Weather words – use new vocabulary to add to daily weather display.</p> <p>Windy, sunny, cloudy, mild, cold, rainy – weather word synonyms</p>	<p>Learn and use new vocabulary from new class story. Little Red Hen</p> <p>Plant, water, cut, cook, eat, animal names, lazy, tall, strong</p> <p>Ambitious vocabulary: Cunning, jealous, selfish, humdrum</p>	<p>Positional language – can you describe where something is.</p> <p>Above, below, next to,</p>	<p>Can you perform our class story to our grown-ups – other colour groups/HUB, Mrs Cook</p>	<p>Speaking – partner talk practice.</p>	<p>Can you perform our innovated class story to our grown-ups – other colour groups/HUB, Mrs Cook</p>
<b>Literacy</b>	<p>T4W – learn new class story Little Red Hen and begin to retell.</p> <p>Writing – name</p>	<p>Retell class story using puppets/masks. Draw their own story map.</p> <p><b>FS1: Retell class story using puppets/masks. Class Story Map</b></p>	<p>Labelling images from story CVC words (hen, fox)</p> <p><b>FS1: Naming,</b></p>	<p>Innovate class story – different animals and food item</p> <p><b>FS1:</b></p>	<p>Retell new story using new puppet/ masks Draw their own story map.</p> <p><b>FS1: Retell class story using</b></p>	<p>Labelling images from story CVC words</p> <p><b>FS1: Naming, recognising</b></p>	<p>Retell the stories in family groups to the rest of the class / record on ipad</p> <p><b>FS1: as FS2</b></p>

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	<p>writing practice for labels</p> <p>FS1: as above LRH story with signifiers.</p> <p>Initial mark making encourage tripod grip</p>		<p>recognising images from story verbally and repetition to embed</p>	<p>Innovation stage – what other animals could we use? Retell the story with new animals as suggested by the children</p>	<p>puppets/masks. Class Story Map</p>	<p>images from story verbally and repetition to embed – what is the initial sound</p>	<p>with support</p>
	<p>RWInc – systematic teaching of reading programme – followed with fidelity. Assessments and Colour Groups teaching graphemes</p> <p><b>F1 Key songs and rhymes</b>  Head, shoulders knees and toes, Wind the Bobbin up, Two little dickie birds, One, Two, three, four, five, The ant went marching two by two, Incy Wincy Spider, Five little ducks, Harvest Festival Samba, Cauliflower</p>						
<b>Additional key texts for this half term:</b>	<p>FS2: Little Red Hen, All kinds of people, The Tiger who came to tea, Brush Brush Brush, Goodbye Summer, hello Autumn, What can you see in Autumn?</p> <p>FS1: Maisie goes to nursery, Where is Spot?, Shark in the Park, Hug, Brown Bear, Where oh where are Rosies chicks. Rosies Walk.</p>						
<p><b>Key Vocab</b></p> <p>Ambitious Vocabulary: Cunning, devious, adventurous</p>	<p>Classroom, carpet, outside, inside, snack, home time, dinner,</p>	<p>Everyday: Weather words body parts. _ link to Fred games – sounding out</p>	<p>From story: Plant, water, cut, carry, grind, knead, bake, eat</p>	<p>Positional language, over, under, through, on, next to, across, around, yard.</p>	<p>Special, precious, name, Christian name, surname, chosen,</p>	<p>Hedgehog, fox, acorn, pine cone, leaf, leaves, collect</p>	<p>Harvest  Donate, give, help, Autumn</p>
<p><b>Mathematics</b></p> <p>See LTP NECTM Planning and Nursery Maths</p>	<p><b>FS2 - See additional NECTM planning – mastering number planning weeks 1-6 and consolidation in final week.</b></p> <p><b>FS1: Progression of skills document</b></p> <p><b>Early Number Sense - Counting</b></p>						

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<p>Progression of skills document</p>	<p><b>Assessment Focus 1:</b> Rhymes and stories</p> <p><b>Assessment Focus 2:</b> Early Counting - 1-1 correspondence to 3</p> <p><b>Assessment Focus 3:</b> Counting verbally - Number names to 5</p> <p><b>Assessment Focus 4:</b> Counting objects and representing numbers</p> <p><b>Early Number Sense – Comparison</b></p> <p><b>Assessment Focus 1:</b> Counting objects – compare groups</p> <p><b>Cardinality</b></p> <p><b>Assessment Focus 1:</b> Numerals to 5</p> <p><b>Assessment Focus 2:</b> Fingers</p> <p><b>Assessment Focus 3:</b> Subitising</p> <p><b>Composition</b></p> <p><b>Assessment Focus 1:</b> Composition of a number being in parts (Part-part whole)</p> <p><b>Spatial Awareness</b></p> <p><b>Assessment Focus 1:</b> Spatial Thinking</p> <p><b>Shape</b></p> <p><b>Assessment Focus 1:</b> Early shape</p> <p><b>Assessment Focus 2:</b> 2D and 3D shape</p> <p><b>Pattern</b></p> <p><b>Assessment Focus 1:</b> Repeating Patterns</p> <p><b>Measures (Size, length, weight, capacity, time)</b></p> <p><b>Assessment Focus 1:</b> Weight</p> <p><b>Assessment Focus 2:</b> Length and height</p> <p><b>Assessment Focus 3:</b> Time</p> <p><b>Assessment Focus 4:</b> Capacity</p>	
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# St Richard's- Curriculum Overview- Medium Term Plan (MTP)

<b>Expressive Arts and Design</b>	<b>ART WEEK</b> Andrew Goldsworthy – repetitive patterns made with natural objects,  Circles – range of media available to use inside and out	<b>Colour mixing</b> (grey and blues) to make rain clouds for class display.  Earth marbling (space week/ science link)	<b>Split pin windmills-</b> introduction to junk modelling.	<b>2d shape printing -</b> scenes from story and adding detail next day.	Make welcome sign for stay and play (RE Link) Hand prints	Construct Earth/space picture	Still life – Autumn inspired items on table to draw.  Hedgehogs, foxes, star - leaf pictures
<b>RE</b>	Come and See Curriculum planning – <b>MYSELF 4 weeks</b> and <b>WELCOME 4 weeks</b> (start and complete after half term) topics						
<b>PE</b>	<b>Get Set 4 PE – Introduction to PE (Unit 1)</b>						
<b>One off days / celebrations</b>	<b>Black History week</b>	<b>Art Week</b> Andrew Goldsworthy – repetitive patterns made with natural objects,  Circles – range of media available to use inside and out  Natural sculptures made with leaves – to continue to be available throughout Autumn Term	<b>Space week</b> We live on Earth. Earth is a planet.  <b>Astronauts</b>		Hull Fair		Harvest Festival  Diwali







