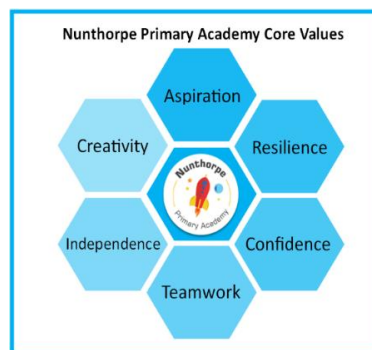




Journeys



Characteristics of Effective Learning

Playing and Exploring - Engagement	Active learning - Motivation	Creating and Thinking Critically
Finding out and exploring Playing with what they know Being willing 'to have a go' Choosing ways of doing things	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	Having their own ideas Making links

Intent, Vision and Values

This unit of planning focuses on building upon the skills acquired in the first half term. The children will be encouraged to apply their growing knowledge and understanding to make new links in their learning. Staff will support learners to try different ways to solve a problem and to persist with a given task until completion. There is a rich variety of engaging texts to use as hooks to explore new concepts and equip children with key vocabulary. The broad theme provides opportunities to explore journeys on foot; e.g. The Gingerbread Man, The Jolly Postman and finally the journey of Mary and Joseph to Bethlehem. Based on children's interests it may also extend to journeys by car; Mr Gumpy's Outing, by bike e.g. Mrs Arimtage on Wheels, The Jolly Christmas Postman and also journeys over water such as; Who Sank the Boat. It could also extend to interests the children may have such as journeys into space and adaptations can be made to planning and provision.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

Communication and Language	Skills	Overview
<ul style="list-style-type: none"><i>Listening, Attention and Understanding</i><i>Speaking</i>	<ul style="list-style-type: none"><i>Listen carefully to instructions and respond appropriately. Children begin to give simple reasons for their choices, using conjunctions such as; and, so and because.</i><i>Children work as part of a group to retell a class story. They begin to include appropriate story language and may also talk about characters and plot.</i>	<p><i>Children listen to questions, consider their response and answer appropriately. For example, they will be asked which part of the Gingerbread Man's body they would eat first. They would give a simple reason for their choice. They may record their name on the corresponding body part as part of a class activity.</i></p> <p><i>Children begin to apply their story language to act out or recount part of The Gingerbread Man story. Children will use the role-play area (bakery) to re-enact the classic tale. They will begin to engage with story time by providing well-informed ideas and answers. They will use new connectives taught with this story: so, but and unfortunately.</i></p>

Personal, Social, Emotional Development	Skills	Overview
<ul style="list-style-type: none"><i>Self- Regulation</i><i>Managing Self</i>	<ul style="list-style-type: none"><i>Children demonstrate that they understand being part of a class means working together and accommodating the needs of others.</i><i>Learners are aspirational and want to achieve goals (sometimes with support).</i>	<p><i>Children show that they are aware of class rules and expectations and demonstrate a willingness to follow them. They value being part of a group and are able to explain reasons why things are done in a particular way; e.g. why some children are playing indoors and others outdoors. They show they can wait their turn, when needed, for an age appropriate length of time.</i></p> <p><i>Children may identify personal goals or organise their time to complete the tasks on their daily choice chart successfully. They might want to move up the class 'rocket' chart by showing extra effort, kindness or resilience throughout the day.</i></p> <p><i>As part of the school RSHE focus children will explore what they can do for themselves now that they have been in school for a term. As a class, achievement will be celebrated.</i></p>



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- **Building Relationships**

- *Become more independent with hand washing, using tissues hygienically and managing personal needs such as catching a cough. They will use the toilet independently and be able to ask for help, if needed. They will continue to learn to develop independence in dressing and undressing.*

- *Children demonstrate that kindness is a core value of our school by sharing, turn taking and thinking of the needs of others.*

Learners begin to demonstrate more independence in carrying out day to day routines such as washing their hands before eating snack and at lunch-time. and showing an awareness of how to avoid spreading germs during the winter season. They will usually ask for help when needed. Particular focus this half-term will be on adding to independence skills taking care of personal belongings, attempting to fasten coats, taking responsibility for book bags, winter hats & gloves. Growing efforts to be independent and showing resilience when success takes time will be a focus.

Adults will identify and praise positive choices based on helping others or working to help the needs of the group. Books based on helping those around us and identifying feelings will be read to children and available in the classroom. Each week a child will be selected to win the kindness award. (This is part of a whole school approach to well-being). National events such as Remembrance Day and Children in Need will be celebrated and shared with children in an age appropriate way.



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Physical Development	Skills	Overview
<ul style="list-style-type: none">Gross Motor SkillsFine Motor Skills	<ul style="list-style-type: none">Children will have daily opportunities to refine gross motor skills such as running, climbing, balancing and moving safely.Children will use hand-held items such as pencils, scissors and brushes safely and with growing accuracy and skill.	<p>Adults will support children to use the outdoor play equipment and resources safely in the EYFS playground. In P.E. lessons children will listen effectively and manage space safely. Initially children may take part in P.E. lessons with half the class group at any one time. Children will complete gymnastic activities in P.E sessions.</p> <p>Learners will be taught to use the correct resources within the setting, e.g. scissors suited to their dominant hand. Opportunities will be provided for children to learn how to cut paper, following lines and use their non-dominant hand to turn the paper. They will also cut and join a variety of materials independently in the craft area.</p> <p>Children will engage in regular handwriting sessions and name writing where they will be shown how to grip a pencil effectively. Attention will be directed to good posture, feet on the floor and chairs close enough to tables to promote good habits when writing at tables.</p>
Literacy	Skills	Overview
<ul style="list-style-type: none">Comprehension	<ul style="list-style-type: none">Children will learn new vocabulary linked to storytelling. They will begin to use and apply this appropriately through role-play.	<p>Children will listen to the traditional story; 'The Gingerbread Man' and begin to tell the story from memory based on shared storytelling sessions in class. They will make predictions within stories about plot and character. Children will act out the traditional tale as a whole class. They will begin to make simple story maps to understand that stories have a structure and adults will encourage children to answer questions about stories; e.g. 'Why was the fox described as cunning?' 'What would you do if you were the Gingerbread Man?' Children will use story language to retell the traditional tale in the puppet theatre and through role-play in small groups.</p>



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<ul style="list-style-type: none">• <i>Word Reading</i>	<ul style="list-style-type: none">• <i>Begin to blend written and aural sounds into words made up of letter sounds and some letter groups that each represent one sound.</i>	<p><i>Children will participate in a small group daily phonics lesson and will have opportunities to consolidate their knowledge in the classroom environment. A dedicated phonics area in the classroom will provide daily opportunities to consolidate specific phonics skills.</i></p> <p><i>Each child will receive 2x personal 1:1 reading sessions each week.</i></p>
<ul style="list-style-type: none">• <i>Writing</i>	<ul style="list-style-type: none">• <i>Begin to use letters, which are formed with some accuracy. Identify sounds and sequence them to represent the words they are writing.</i>	<p><i>Through a wide variety of writing opportunities children will be encouraged to write with a purpose through role-play such as writing shopping lists for ingredients, messages and simple postcards for characters in stories. Children will be supported to write speech bubbles, sentences and captions.</i></p> <p><i>Regular opportunities to refine pencil grip and establish accurate letter formation will be part of the daily provision.</i></p>

Mathematics	Skills	Overview
<ul style="list-style-type: none">• <i>Number</i>	<ul style="list-style-type: none">• <i>Children recognise numerals up to 10 (beyond where appropriate) and demonstrate an understanding of the composition of these numbers with objects, actions and sounds.</i>	<p><i>A daily maths input with follow-up activities will underpin teaching of key concepts.</i></p> <p><i>Children will use number resources such as Numicon and other counting apparatus.</i></p> <p><i>Provide weekly challenges in maths area to support understanding of number values, addition facts & subtraction facts, number bonds and doubling facts to 5 and then 10. Finding different of making 5 and then 10, using counting apparatus. Finding 1 more and 1 less than a given number.</i></p>



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<ul style="list-style-type: none">• <i>Number Patterns</i> • <i>Shape, Space and Measures</i>	<ul style="list-style-type: none">• <i>Count up to 20 out loud and begin to compare numbers using language relating to more, fewer, less than, same as and equal to.</i> • <i>Orders items by weight or capacity. Uses language relating to simple measures of time and sequencing short periods of time in simple ways.</i> • <i>Name, describe and talk about shape and pattern whilst working practically.</i>	<p><i>Children count sets of objects of personal interest and demonstrate accurate touch counting.</i></p> <p><i>Children solve everyday number problems encountered in real life situations such as sharing and halving fairly. Children talk through their thinking as they work.</i></p> <p><i>Children will be able to explain what they have completed.</i></p> <p><i>Children begin to use a simple balance to compare weight and develop the language needed to talk about what they can see.</i></p> <p><i>Talk about days of the week, months of the year and times of day at group times.</i></p> <p><i>Introduce children to sand timers and ways to use them effectively; e.g; to agree how long it will be for their turn on the computer.</i></p> <p><i>Children will discuss celebrations and experiences and talk about events at different times of the year.</i></p> <p><i>Children will continue, copy and create three step patterns. They will also compose and decompose shape patterns, focusing on scaffolding language to discuss shapes within shapes and also to develop spatial reasoning skill.</i></p>
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Understanding the World	Skills	Overview
<ul style="list-style-type: none">• <i>People, Culture and Communities</i>	<ul style="list-style-type: none">• <i>Talk about the roles of others around them and in society, showing an understanding of some occupations and ways of life.</i>	<i>Children will be able to name and describe the people who help us in school – lunch-time staff, non-teaching staff and the crossing patrol outside school. They will also begin to demonstrate awareness of how the police, fire and ambulance service provide vital support to our community.</i>
<ul style="list-style-type: none">• <i>Past and Present</i>	<ul style="list-style-type: none">• <i>Recognise the changes over time, identifying some similarities and differences between things, which have happened in the past and present.</i>	<i>Begin to talk about how things in the past were different such as no cars, electricity etc as they become aware of them in traditional tales (e.g. the shoemaker working by candlelight in The Elves and the Shoemaker. The Little Red Hen grinding her own corn to make bread. Mary and Joseph travelling by donkey.</i>
<ul style="list-style-type: none">• <i>The Natural World</i>	<ul style="list-style-type: none">• <i>Understanding some important processes and changes, including the changing seasons and weather.</i>	<i>Children notice and comment on the changing signs of nature as autumn ends and winter begins. They develop the language to talk about what they observe outdoors. Learners understand that we need to dress warmly for the winter season. Children will have access to non-fiction books about winter and will set up a daily weather recording station.</i>



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Expressive Arts and Design	Skills	Overview
<ul style="list-style-type: none">• <i>Creating with Materials</i>	<i>Explore, use and refine skills and techniques while using tools in order to complete tasks and express ideas and feelings.</i>	<i>Children will be encouraged and supported to design and make crafts for a variety of purposes such as a boat to float on water, a Christmas craft and various models based on personal interests. Children will use modelling tools in the playdough area to design and create.</i>
<ul style="list-style-type: none">• <i>Being Imaginative and Expressive</i>	<i>Perform music and songs with actions while in groups or solo.</i> <i>Children begin to develop narratives through role-play activities. They will draw upon their knowledge of familiar texts.</i>	<i>Children learn songs to perform a Christmas nativity and also songs to sing at the annual church service. Children will learn how to re-tell the story of The Gingerbread Man using their own props and simple resources.</i>

Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul style="list-style-type: none">• <i>Which part of the Gingerbread Man's body would you eat first? Why?</i>	<ul style="list-style-type: none">• <i>Children may go and watch a pantomime or have a travelling performing group visit school.</i>	<ul style="list-style-type: none">• <i>The Gingerbread Man</i>• <i>My Gumpy's Outing -John Burningham</i>• <i>Who Sank the Boat? – Pamela Allen</i>• <i>Stickman – Julia Donaldson</i>• <i>The Christmas Story</i>



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| <ul style="list-style-type: none">• <i>Explore floating and sinking – find ways to get across the water without getting wet.</i>• <i>Talk about the Christmas story and help children to understand that it was a very long time ago. Mary and Joseph travelled by donkey because cars had not been invented etc.</i> | <ul style="list-style-type: none">• <i>Class will visit the local church to attend the annual Christmas service.</i>• <i>Winter walks</i>• <i>Christmas Nativity</i> | <ul style="list-style-type: none">• <i>The Jolly Christmas Postman – Janet and Allan Ahlberg</i>• <i>Christmas themed picture books</i>• <i>Have you filled your bucket today? - Carol McCloud</i> |
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Assessment

Near the end of term children will be screened for the NELI programme to support speech and language development. Children who fit the criteria for this intervention programme will access it from January for twenty weeks in the spring and summer terms. All children's progress will be reviewed in all key areas of learning, including phonics. Any pupils starting Reception in the autumn term will complete the national baseline assessment, if they haven't done so already.