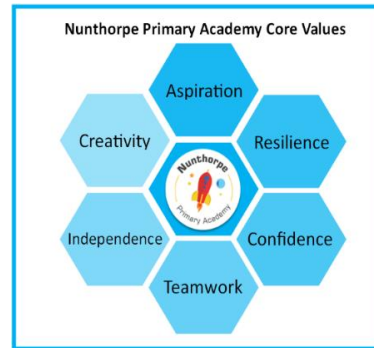




Journeys



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 on 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. This unit has a rich variety of engaging texts to use as hooks to explore new concepts and equip children with key vocabulary. The broad theme allows 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 Armitage 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.

Communication and Language

| Communication and Language | Skills | Overview |
|---|--|--|
| <ul style="list-style-type: none"> <i>Listening, Attention and Understanding</i> | <ul style="list-style-type: none"> <i>Listen carefully to instructions and respond appropriately. Children begin to give simple</i> | <p><i>Children listen to questions, consider their response and then answer appropriately. For example, they will be asked which part of the Gingerbread Man's body they would eat first. They would</i></p> |



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

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|---|--|--|
| <ul style="list-style-type: none">● Building Relationships | <p><i>and be able to ask for help, if needed. They will continue to learn to develop independence in dressing and undressing.</i></p> <ul style="list-style-type: none">● <i>Children demonstrate that kindness is a core value of our school by sharing, turn taking and thinking of the needs of others.</i> | <p><i>Particular focus this half-term will be on developing independence, taking care of personal belongings, attempting to fasten coats, taking responsibility for book bags, winter hats & gloves.</i></p> <p><i>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 children will learn about why we mark these days.</i></p> |
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|-----------------------------|---------------|-----------------|
| Physical Development | Skills | Overview |
|-----------------------------|---------------|-----------------|



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|---|--|--|
| <ul style="list-style-type: none"> ● <i>Gross Motor Skills</i> ● <i>Fine Motor Skills</i> | <ul style="list-style-type: none"> ● <i>Children will have daily opportunities to refine gross motor skills such as running, climbing, balancing and moving safely.</i> ● <i>Children will use hand-held items such as pencils, scissors and brushes safely and with growing accuracy and skill.</i> | <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> |
| Literacy | Skills | Overview |
| <ul style="list-style-type: none"> ● <i>Comprehension</i> | <ul style="list-style-type: none"> ● <i>Children will learn new vocabulary linked to storytelling. They will begin to use and apply this appropriately through role-play.</i> | <p><i>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 make simple story maps to help with retelling. 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.</i></p> |



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Nunthorpe Primary Academy

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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 10 out loud and begin to compare numbers to 5 using language relating to more than, less than.</i> • <i>Recognise basic shapes.</i> | <p><i>Children will subitise numbers to five and explore the composition of numbers to five. Find one more and one less than a group of objects then numbers to five.</i></p> <p><i>Children name and describe the basic properties of circles, squares, rectangles and triangles. They will make shape pictures, take part in a shape hunt and will sing songs about shapes. Play games such as; guess my shape.</i></p> |
|--|---|---|

| <i>Understanding the World</i> | <i>Skills</i> | <i>Overview</i> |
|---|--|--|
| <ul style="list-style-type: none"> • <i>People, Culture and Communities</i> • <i>Past and Present</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>Identify some similarities and differences between things, which have happened in the past and present.</i> | <p><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></p> <p><i>Begin to recognise how some 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</i></p> |



| | | |
|--|---|---|
| <ul style="list-style-type: none"> <i>The Natural World</i> | <ul style="list-style-type: none"> <i>Understand changes in weather and seasons.</i> | <p><i>Elves and the Shoemaker. The Little Red Hen grinding her own corn to make bread. Mary and Joseph travelling by donkey.</i></p> <p><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></p> |
|--|---|---|

| Expressive Arts and Design | Skills | Overview |
|---|--|---|
| <ul style="list-style-type: none"> <i>Creating with Materials</i> | <p><i>Explore and refine skills and techniques using brushes and printing techniques. Find ways to join materials.</i></p> | <p><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></p> |
| <ul style="list-style-type: none"> <i>Being Imaginative and Expressive</i> | <p><i>Perform music and songs with actions while in groups or solo.</i></p> | <p><i>Children learn songs to perform a Christmas nativity and also songs to sing at the annual church service.</i></p> |



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Children begin to develop narratives through role-play activities. They will draw upon their knowledge of familiar texts.

*Children will learn how to re-tell the story of *The Gingerbread Man* using their own props and simple resources.*

| <i>Debate & Discussion Opportunities</i> | <i>Trips and Experiences</i> | <i>Possible Linked Texts</i> |
|--|---|---|
| <ul style="list-style-type: none"> • <i>Which part of the Gingerbread Man's body would you eat first? Why?</i> • <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</i> | <ul style="list-style-type: none"> • <i>Children may go and watch a pantomime or have a travelling performing group visit school.</i> • <i>Class will visit the local church to attend the annual Christmas service.</i> • <i>Winter walk</i> • <i>Christmas Nativity</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> • <i>The Jolly Christmas Postman – Janet and Allan Ahlberg</i> • <i>Christmas themed picture books</i> |



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because cars had not been invented etc.

- Have you filled your bucket today? - Carol McCloud

Assessment

All children's progress will be reviewed in all key areas of learning, including phonics.