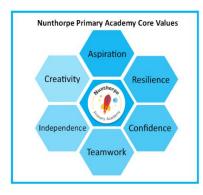
Year Group: Reception





#### **Journeys**

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

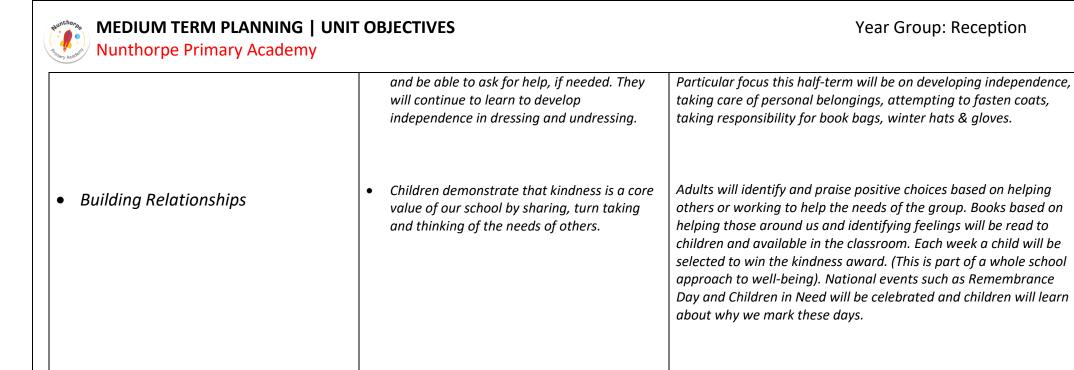
#### **Intent. Vision and Values**

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 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.

Communication and Language	Skills	Overview
<ul> <li>Listening, Attention and Understanding</li> </ul>	Listen carefully to instructions and respond appropriately. Children begin to give simple	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

• Speaking	<ul> <li>reasons for their choices, using conjunctions such as; and, so and because.</li> <li>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.</li> </ul>	give a simple reason for their choice. They will record their name on the corresponding body part as part of a class activity.  Children begin to apply their story language to act out our recount of The Gingerbread Man story. Children will use the role-play area (bakery) to re-enact the classic tale. They will engage with story time by providing well-informed ideas and answers. Children will use new connectives taught with this story: so, but and unfortunately.
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Personal, Social, Emotional Development	Skills	Overview
• Self-Regulation	Children demonstrate that they understand being part of a class means working together and accommodating the needs of others.	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.
• Managing Self	Learners are aspirational and want to achieve goals (sometimes with support).	As a class, the children will learn how to use our 'choice chart'. This will help them to focus on directed tasks for part of each day. They might want to move up the class 'rocket' chart by showing extra effort, kindness or resilience throughout the day. Children will identify a personal goal/skill they are working on and with support of parents and staff will aim to achieve it. As a class, achievement will be celebrated.
	Become more independent with hand washing, using tissues hygienically and managing personal needs such as catching a	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. They will develop an awareness of how
	cough. They will use the toilet independently	to avoid spreading germs during the winter season.



 Physical Development
 Skills
 Overview



Gross Motor Skills	Children will have daily opportunities to refine gross motor skills such as running, climbing, balancing and moving safely.	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.
• Fine Motor Skills	Children will use hand-held items such as pencils, scissors and brushes safely and with growing accuracy and skill.	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.  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.
Literacy	Skills	Overview
• Comprehension	Children will learn new vocabulary linked to storytelling. They will begin to use and apply this appropriately through role-play.	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.



Word Reading	Begin to blend sounds into words made up of known letters.	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.  Each child will receive 2x personal 1:1 reading sessions each week.
• Writing	Form lowercase letters with increasing accuracy. Record dominant letters sounds when segmenting for spelling.	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.  Regular opportunities to refine pencil grip and establish accurate letter formation will be part of the daily provision.

Mathematics	Skills	Overview
• Number	<ul> <li>Children recognise numerals up to 10 (beyond where appropriate) and demonstrate an understanding of the composition of numbers to 5 with objects, actions and sounds.</li> </ul>	A daily maths input with follow-up activities will underpin teaching of key concepts. Children will use number resources such as Numicon and other counting apparatus. Provide weekly challenges in maths area to support understanding of number. Children count sets of objects of personal interest and demonstrate accurate touch counting.



Number Patterns	Count up to 10 out loud and begin to compare numbers to 5 using language relating to more than, less than.	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.
Shape, Space and Measures	Recognise basic shapes.	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.

Understanding the World	Skills	Overview
People, Culture and Communities	Talk about the roles of others around them and in society, showing an understanding of some occupations and ways of life.	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.
Past and Present	Identify some similarities and differences between things, which have happened in the past and present.	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

• The Natural World	Understand changes in weather and seasons.	Elves and the Shoemaker. The Little Red Hen grinding her own corn to make bread. Mary and Joseph travelling by donkey.  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.

Expressive Arts and Design	Skills	Overview
Creating with Materials	Explore and refine skills and techniques using brushes and printing techniques. Find ways to join materials.	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.
Being Imaginative and Expressive	Perform music and songs with actions while in groups or solo.	Children learn songs to perform a Christmas nativity and also songs to sing at the annual church service.

	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.
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Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
<ul> <li>Which part of the Gingerbread Man's body would you eat first? Why?</li> <li>Explore floating and sinking – find ways to get across the water without getting wet.</li> </ul>	<ul> <li>Children may go and watch a pantomime or have a travelling performing group visit school.</li> <li>Class will visit the local church to attend the annual Christmas service.</li> </ul>	<ul> <li>The Gingerbread Man</li> <li>My Gumpy's Outing -John Burningham</li> <li>Who Sank the Boat? – Pamela Allen</li> <li>Stickman – Julia Donaldson</li> <li>The Christmas Story</li> <li>The Jolly Christmas Postman – Janet and Allan Ahlberg</li> </ul>
<ul> <li>Talk about the Christmas story and help children to understand that it was a very long time ago. Mary and Joseph travelled by donkey</li> </ul>	<ul><li>Winter walk</li><li>Christmas Nativity</li></ul>	Christmas themed picture books

MEDIUM TERM PLANNING   UNIT OBJECTIVES Nunthorpe Primary Academy	Year Group: Reception
because cars had not been invented etc.	Have you filled your bucket today? - Carol McCloud
essment children's progress will be reviewed in all key areas of learning,	including phonics.
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