



The Great Outdoors

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

The first half-term in Reception is carefully planned to ensure that all learners feel valued and supported in every aspect of school life. Strong, respectful relationships between *staff, pupils and their caregivers* are at the heart of helping children to express themselves and communicate effectively. Sharing stories, listening and developing a love for language, creativity, imagination, physical skill and problem solving is at the centre of the learning provision both in and outdoors. Supporting children’s independence and resilience as part of their daily routine along with a strong ethos of teamwork underpins the aspiration for our pupil’s achievement in the early weeks of school.

Communication and Language

Skills

Overview

Listening and Attention

- *Children demonstrate that they can listen and respond appropriately for short periods of time.*

Children learn to listen to for short inputs and to respond appropriately to participate in classroom routines such as registration, short story sessions, songs and preparing for lunchtime and home time.



<ul style="list-style-type: none"> • <i>Speaking</i> 	<ul style="list-style-type: none"> • <i>Children use age-appropriate talk when interacting 1:1 with peers or in a small group informally.</i> 	<p><i>Children will speak for a range of different informal circumstances as part of their normal daily routine. Such as negotiating ideas, plans and resources with peers and responding and talking to adults in order to operate in the environment as effectively as possible. Adults will support children by modelling effective grammar and syntax as well as scaffolding new vocabulary linked to the topic.</i></p> <p><i>Children will use the role-play area (bakery/pizza parlour) to develop language and extend vocabulary.</i></p> <p><i>Provision within the areas will encourage children to interact and develop language linked to autumn e.g. labels for fir cones, conkers, names for trees, leaf identification guides etc.</i></p>
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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 adapt to new routines and begin to show confidence and independence when following them. For example, starting the morning routine of hanging up and putting their book bag away.</i> • <i>Demonstrate that they are beginning to manage their own basic hygiene and personal needs.</i> 	<p><i>Children demonstrate awareness and understanding of agreed class routines. They may also be able to support others at times to do the same.</i></p> <p><i>Children demonstrate enjoyment and engagement when focused on appropriate learning activities. They might show a sense of pride when completing an activity they found challenging or enjoy being praised for working hard or achieving a new skill.</i></p> <p><i>Children will use classroom rocket and be introduced to the Choice Chart.</i></p> <p><i>Learners begin to demonstrate some independence in carrying out day to day routines such as washing their hands before lunch-time. They will accept help if needed and may even be able to ask</i></p>



<ul style="list-style-type: none">Building Relationships	<ul style="list-style-type: none"><i>Children learn to interact with peers and adults in the school environment. They show respect for others and begin to demonstrate that they should be treated with care and respect.</i>	<p><i>for assistance when needed. Particular focus this half-term will be on new skills including managing a tray, changing for P.E. and coping with a full-school day.</i></p> <p><i>Adults will model and demonstrate effective social relationships with children in day to day situations as well as sharing a range of picture books around starting school and being kind. E.g. 'Starting School', 'All are welcome'</i></p>
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Physical Development	Skills	Overview
<ul style="list-style-type: none">Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"><i>To run, climb, balance and move safely and effectively both in the classroom, outdoors and within a P.E. lesson.</i> <i>Use a range of small tools, including scissors, paint brushes and cutlery; - explore and experiment with using them safely and with growing accuracy.</i>	<p><i>Adults will support children to use the outdoor play equipment safely in the EYFS playground. In P.E. lessons staff will support children to 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 multi skills activities in P.E. and take part in a weekly Yoga lesson.</i></p> <p><i>Through careful observations of children using paintbrushes and scissors staff will assess each child's level of skill. They will support and guide learners to use the correct resources within the setting, e.g. scissors suited to their dominant hand, chunky paintbrushes where needed. All children will complete a 'pencil portrait' so that staff can assess their pencil control and support their next steps.</i></p>



- *To show awareness that holding tools and pencils effectively allows for improved skill and outcomes.*

Literacy	Skills	Overview
<ul style="list-style-type: none">• <i>Comprehension</i> • <i>Word Reading</i>	<ul style="list-style-type: none">• <i>Begin to demonstrate an awareness of new vocabulary linked to stories and topics. Children will be able to show that they understand new language by using it in appropriate contexts, such as key story language; 'Once upon a time' to start a story, 'Early one morning',</i> • <i>Begin to say a sound for each letter in the alphabet. Once able to recognise six sounds begin to practise blending sounds together aurally to make simple words.</i>	<p><i>Children will listen to the traditional story; 'The Little Red Hen' and begin to tell the story from memory based on shared storytelling sessions in class. They will act out the story using puppets and props. They will begin to make very simple story maps to understand that stories have a structure and adults will encourage children to answers questions about stories; e.g. 'Was it fair that the LRH ate all of the bread?' 'What would you do?' Children will perform the LRH story for nursery using Pie Corbet script and actions.</i></p> <p><i>Upon entry to school, assess each child's letter recognition using the Read, Write, Inc, Ruth Miskin, assessment program. Following assessment, group child according to phonic awareness. Children to work in small focus groups to develop their phonic awareness and word building skills. 2x personal 1:1 reading each week.</i></p>



<ul style="list-style-type: none"> <i>Writing</i> 	<ul style="list-style-type: none"> <i>Begins to use clearly identifiable letters to give meaning to the marks children make.</i> 	<p><i>Through a wide variety of writing opportunities children are encouraged to write with a purpose. Through role-play and other creative approaches to write such as answering questions: Do you like bread? Filling out order forms for the bakery and writing their name next to various likes and dislikes. Children will be encouraged to label pictures and paintings.</i></p>
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Mathematics	Skills	Overview
<ul style="list-style-type: none"> <i>Number</i> 	<ul style="list-style-type: none"> <i>Children demonstrate an understanding of numerals 1-5 and then 10 (and beyond if possible) They accurately touch count small groups of objects and begin to match objects to numerals.</i> 	<p><i>Using number resources such as Numicon and other counting apparatus. Provide daily challenges in the maths area to enhance understanding of counting, subitising and matching objects and numerals.</i></p>
<ul style="list-style-type: none"> <i>Number Patterns</i> 	<ul style="list-style-type: none"> <i>Children explore sequencing numbers and begin to count forwards and backwards to 10.</i> 	<p><i>Through daily maths lessons, counting songs and practical activities children will sequence numbers (1-3), (1-5) and then (1-10) through first hand experiences.</i></p>
<ul style="list-style-type: none"> <i>Shape, Space and Measures</i> 	<ul style="list-style-type: none"> <i>Children name and describe the properties of basic 2D shapes Selects a particular named shape</i> 	<p><i>Plan opportunities for children to describe and compare shapes. Provide resources for children to make repeating patterns (AB) with shapes and also design their own shape pictures and patterns. Support children to talk about them.</i></p>



Understanding the World	Skills	Overview
Past and Present	<ul style="list-style-type: none">• <i>Talk about people around them and their role in school.</i> • <i>Talk about their immediate family, community and familiar adults such as school staff.</i>	<p><i>Children become familiar with the roles of various adults connected to school life and the school day, teachers, lunchtime staff, wrap around care staff, crossing patrol.</i></p> <p><i>Learn about the roles of people involved in making bread, from the farmer who grows it through to the shopkeeper who sells it.</i></p> <p><i>Children talk about and draw pictures of who is in their family. The pictures will be collated into a class display celebrating diversity using picture books such as: 'Families, Families, Families' and 'The Big Book of Families' support children to identify what makes them feel happy and recognise how family members often make them feel good.</i></p>



	<i>Skills</i>	<i>Overview</i>
<i>The Natural World</i>	<ul style="list-style-type: none">• <i>Children describe their environment, with a focus on the natural world around them, including the seasons.</i>	<i>Children will identify signs of autumn, they will observe and talk about what they see. Where possible they will visit the woods with a woodland ranger and take part in den building and other adventurous activities in the local area and also on the school site. Children will collect autumn treasures and create leaf art pictures. The children will grow herbs as part of The Little Red Hen makes Pizza story.</i>

	<i>Skills</i>	<i>Overview</i>
<i>People and Cultures</i>	<ul style="list-style-type: none">• Describe their immediate environment based on their first hand experiences.	<i>Children talk about their new school environment including key places they will visit regularly; the hall, cloakroom, outdoor environment, library and breakfast after school club. They will be encouraged to talk about where they live and their journey to and from school. We will talk about the name of our school being the same as the village many of the children live.</i>

<i>Expressive Arts and Design</i>	<i>Skills</i>	<i>Overview</i>
<i>Creating with Materials</i>	<ul style="list-style-type: none">• <i>Draw and paint with a range of materials, tools and techniques.</i>	<i>Explore with paint and textiles to make animal pictures of the characters in the LRH. Collect leaves and other autumn artefacts to make prints with. Produce some leaf art.</i>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: Reception

<i>Being Imaginative and Expressive</i>	<ul style="list-style-type: none"> Children will begin to retell traditional tales by taking part in role-play or puppet play. 	Children to begin to retell traditional tale LRH alongside other children. They will be encouraged to take on different roles and responsibilities.
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<i>Debate & Discussion Opportunities</i>	<i>Trips and Experiences</i>	<i>Possible Linked Texts</i>
<p>Would you share the bread with your friends?</p> <p>Why do you think LRH’s friends didn’t help him?</p> <p>What do you like to do outdoors?</p> <p>What do you like about big school?</p> <p>Who is part of your family?</p>	<p>Outdoor exploration to the woods or invite external providers onto site.</p> <p>Autumn walk around school site</p> <p>Making pizza and bread</p> <p>Making pumpkin soup</p>	<ul style="list-style-type: none"> * All Are Welcome - Alexandra Penfold * Never Use a Knife and Fork –Nick Sharrat *The Little Red Hen * The Litte Red Hen (Makes a Pizza) Philemon Sturges * The Scarecrow’s Wedding - Julia Donaldson * Families, Families, Families! - Suzanne Lang * The Great Big Book of Families – Hoffman Mary * Non - fiction books around making bread and harvest time.



Assessment

Children will complete the national baseline assessment within the first six weeks of starting school. This will include phonics, number recognition, counting, shape recognition, letter formation, name writing and fine motor control.

Children will be observed to assess their progress in CL, PSED, PD, Literacy, Maths, UW and EAD, this will be recorded on Evidence Me.

Pencil Portraits will be used to assess children's pencil grasp and fine motor skills.

Children will be assessed using the Read, Write, Inc assessment tool before starting work on focused phonics teaching.

Pupils who would benefit from additional language support will take part in BLAST (language programme)