


## People Who Help Us / Journeys – Autumn 2

<b>PRIME AREAS</b>			
<b>Communication and Language</b>	<b>Personal, Social and Emotional</b>	<b>Physical Development</b>	
<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens</li> <li>Use a wide range of vocabulary</li> <li>Use longer sentences of four to six words.</li> <li>Start a conversation with an adult or friend and continue it for many turns.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why it is important.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Articulate their ideas in well-formed sentences.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of the setting.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build respectful and constructive relationships</li> <li>Express feelings and consider the feelings of others.</li> <li>Manage own needs – personal hygiene.</li> </ul>	<p>3-4 Year Olds</p> <ul style="list-style-type: none"> <li>Go up steps and stairs, or climb apparatus using alternate feet.</li> <li>Skip, hop and stand on one leg and hold a pose for a game like musical statues.</li> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>Use one handed tools and equipment, for example making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.</li> </ul>	
<b>SPECIFIC AREAS</b>			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p>3 – 4 year olds</p> <ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Write some letters correctly.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Read individual letters by saying the sound for them.</li> <li>Blend sounds together into words, so that they can read short words made up of known letter-sound correspondence.</li> <li>Read a few common exception words matching the school's phonics programme.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Talk about 2D and 3D shapes using formal and informal mathematical language.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Compare quantities using language 'more than', 'fewer than'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise</li> <li>Link a number symbol (numeral) with its cardinal number value.</li> <li>Compare numbers</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in pictures.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Draw information from a simple map.</li> <li>Understand some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times on different ways.</li> <li>Explore the natural world around them.</li> </ul>	<p>3 – 4 Year Olds</p> <ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Join different materials and explore different textures.</li> <li>Listen with increasing attention to sounds</li> <li>Remember and sing entire songs.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo and in a group.</li> </ul>

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### EYFS Week by week overview

Week	Theme for the week	Prime Areas			Specific Areas			
		Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	The Gingerbread Man	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'VIP Crowns'</p> <p>Read The Gingerbread Man story</p> <p>Write speech bubbles for the characters – initial sounds.</p>	<p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday)</p> <p>PE trolley Snack time chat – healthy foods and keeping healthy</p> <p>Bikes and scooters –</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'VIP Crowns'</p> <p>Snack time – holiday news</p> <p>All about me bag.</p>	<p>Read The Gingerbread Man story</p> <p>Write speech bubbles for the characters – initial sounds.</p> <p>Holiday news</p> <p>Little Wandle – Aut 2 Week 1 – ff, ll, ss, j</p>	<p>Mastering number - Week 5 Number of the week 5</p> <p>2D Shapes – Can you make a picture and explain what shapes you have used?</p>	<p>Welly Walk Wednesday – Tree Study</p>	<p>Role-play – Baker's shop. Playdough and cutters, rolling pins etc.</p> <p>Construction area – Duplo – build a scene from the book.</p> <p>Art- Bonfire/ Firework pictures</p>
2	The Gingerbread Man	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'Mirror, Mirror'</p> <p>Sequencing GBM story to tell independently</p> <p>Start learning Nativity songs</p>	<p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday)</p> <p>PE trolley</p> <p>Snack time chat – healthy foods and keeping healthy Bikes and scooters – obstacle course building –</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'Mirror, Mirror'</p> <p>Snack and a chat Healthy and unhealthy foods</p>	<p>Start learning Pie Corbett – GBM story actions and story map.</p> <p>Ordering pictures from the story – sequencing.</p> <p>Make signs and labels for role play – bakers.</p> <p>Little Wandle – Aut 2 Week 2 – v, w, x, y</p>	<p>Mastering number - Week 6 Number of the week 6</p> <p>Ordering Gingerbread men by size</p>	<p>Welly Walk Wednesday – Art work outside – children to make a picture using leaves and natural resources</p> <p>Gingerbread Man Investigation – What if there hadn't been a fox at the river? Prediction (Tapestry) Children then to put children men into water and to see what happens</p>	<p>Role play gingerbread men masks</p> <p>Construction area outside focus on role-play writing opportunities.</p> <p>Decorate a gingerbread man/biscuit</p> <p>Art – Poppies</p>

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3	<p>People Who Help Us</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'I am special because I am...'</p> <p>Start learning Nativity songs</p> <p>Re-telling the story of the GBM.</p>	<p>Bikes and scooters – obstacle course building – Link to road safety week. Role play with the children.</p> <p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday) Dance for Nativity</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'I am special because I am...'</p> <p>Snack and a chat- What do you celebrate with your families?</p>	<p>Little Wandle – Aut 2 Week 3 – z, qu, ch, words ending with s</p>	<p>Mastering number - Week 7 Number of the week 7</p> <p>Design a gingerbread man – repeated pattern buttons –</p>	<p>Welly Walk Wednesday – Litter picking – looking after the environment Be Bright Be Seen Day!</p> <p>14<sup>th</sup>- 20<sup>th</sup> November – Road Safety Week</p> <p>Children in Need Day – learning about others</p> <p>Snack and a chat- What do you celebrate with your families?</p>	<p>Making salt dough GBM for Xmas gifts.</p> <p>Interfaith Week – Judaism – art work</p> <p>Art –Design an outfit for the someone who helps us</p>
4	<p>People Who Help Us</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'I am special song.'</p> <p>Learning about rhythm in speech and stories.</p> <p>The Christmas Story – Nativity songs</p>	<p>Bikes and scooters – obstacle course building –</p> <p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday) Dance for Nativity</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'I am special song.'</p> <p>Snack and a Chat – Special Places – link to R.E (UW)</p>	<p>Little Wandle – Aut 2 Week 4 – sh, th, ng, nk</p>	<p>Mastering number - Week 8 Number of the week 8</p> <p>Measure different lengths of trains.</p>	<p>Welly Walk Wednesday – Make a journey bracelets</p> <p>Snack and a Chat – Special Places – link to R.E (UW)</p>	<p>Salt dough Xmas decoration</p> <p>Art –Using fabrics can the children design an outfit the someone who helps us</p> <p>Construction area – train set</p>
5	<p>People Who Help Us</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – Fingerprint Tree</p> <p>Rhyming words</p> <p>The Christmas Story – Nativity songs</p>	<p>Bikes and scooters – obstacle course building - CP</p> <p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday) Dance for Nativity</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – Fingerprint Tree</p> <p>Snack and a chat time – Saying sorry and being kind</p>	<p>Little Wandle – Aut 2 Week 5- Words with 's' at the end (plurals and verb forms) Words with 's' /z/ at the end (plurals and verb forms)</p>	<p>Mastering number - Week 9 Number of the week 9</p> <p>2d shape</p>	<p>Welly Walk Wednesday – Tree rubbing with crayons</p> <p>26<sup>th</sup> Nov- 4<sup>th</sup> Dec- National Tree Week <a href="https://documents.hants.gov.uk/education/trailblazer/tree-activities.docx">https://documents.hants.gov.uk/education/trailblazer/tree-activities.docx</a></p> <p>ICT – Make a Christmas picture on computer programme.</p>	<p>Making Nativity headdress/ hat (sheep)</p> <p>Art – decorate a badge for someone who helps us</p> <p>Construction area – train set</p> <p>Christmas Craft Day</p>

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6	R.E	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'All about me ball'</p> <p>The Christmas Story – Nativity songs</p>	<p>Bikes and scooters – obstacle course building - CP</p> <p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday)</p>	<p>PSHE - Heartsmart – Don't Forget to Let love in – 'All about me ball'</p> <p>Snack and a chat- How are we the same and different – likes and dislikes.</p>	<p>Daily phonics teaching</p> <p>Sequencing the Christmas Story</p> <p>Labelling Christmas pictures</p>	<p>Mastering number - Week 10 Number of the week 10</p> <p>Weight – weighing Christmas parcels</p>	<p>Welly Walk Wednesday – Changes to our school grounds in different weather</p> <p>RE - Learning the Christmas Story and the meaning of Christmas. Celebrating the birth of Jesus (incarnation)</p>	<p>Painting Christmas tree decoration</p>
7	R.E	<p>The Christmas Story – Nativity songs</p>	<p>Bikes and scooters – obstacle course building - CP</p> <p>PE – Children Therapy Pack – Physical Development (Mondays) Real PE- Unit 1 (Thursday)</p>	<p>Snack and a chat- Christmas time. What will you do over the Christmas period?</p>	<p>Daily phonics teaching</p> <p>Write a letter to Santa/ Christmas list</p>	<p>Ordering numbers</p> <p>Weight – weighing Christmas parcels</p>	<p>Welly Walk Wednesday – Tree Study</p> <p>Programming Beebots, directional/positional language.</p> <p>RE - Learning the Christmas Story and the meaning of Christmas. Celebrating the birth of Jesus (incarnation)</p>	<p>Making wrapping paper for tree decoration – repeating pattern printing.</p>