

Thorpe Hesley Primary School Foundation Stage Autumn 1 2022
Reception Area of Interest Scarecrow Dance and My World

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| Playing and Exploring - engagement | Active learning- motivation | Creating and thinking critically - thinking |
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| Hoose Curriculum Intent /Disciplinary Knowledge – Main Focus Objectives for Reception. All other objectives will remain ongoing through teaching in provision both indoors and outdoors through continuous provision. See separate planning for Guided Reading objectives. | | | | | | |
|--|---|---|--|--|---|--|
| Communication and Language | PSED | Physical | Literacy | Maths | UTW | EAD |
| <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound. | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. | <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community | <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. |

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| | Focus | Week Commencing | S. Cullumbine = Literacy S. Barker= Maths V. Dimler = Other Areas HLTA = UTW | Key Questions, Vocabulary and Concepts | Impact and Intended Outcome | |
|-----------------------|-------------------------------|-----------------|---|---|---|---|
| Substantive Knowledge | Baseline/ Scarecrow | 5.9.22 | PSE | SEAL New Beginnings New Friends | Baseline | Baseline |
| | | | P | Outdoor Equipment Rules and Hygiene | | |
| | | | CL | Circle time rules. Speaking in turns, listening to others, passing round an object. | | |
| | | | Literacy | Introduce mark making table Scarecrows Dance | | |
| | | | Phonics | Phase 1 Aspect 7 | | |
| | | | Maths | Baseline | | |
| | | | UTW | Science – sound/seasons | | |
| | | | EAD | Drawings of myself. Music – pulse/steady beat | | |
| | Baseline/ Scarecrow | 12.9.22 | PSE | SEAL New Beginnings Classroom Rules | Baseline | Baseline |
| | | | P | Outdoor Equipment Rules and Hygiene | | |
| | | | CL | Circle time rules. Speaking in turns, listening to others, passing round an object. | | |
| | | | Literacy | Introduce mark making table Scarecrows Dance | | |
| | | | Phonics | Phase 1 Aspect 7 Phase 2 assessments | | |
| | | | Maths | Baseline | | |
| | | | UTW | Science-Humans | | |
| | | | EAD | Painting routine Music – pulse/steady beat. Scarecrow dancers | | |
| | Baseline/ Me and my family | 19.9.22 | PSE | Seal Good to be Me and Feelings | name, family name | I can talk about my family and the things we enjoy. I know what I am feeling and why. |
| | | | P | Introduce games equipment and Hall time. Exploring construction. Adult to model building. | | |
| | | | CL | Rhymes | rhyme | |
| | | | Literacy | Part of the party | | |
| | | | Phonics | Phase 2 week 1 | | |
| Maths | | | Just like me | | | |
| UTW | | | Family tree. | family | | |
| EAD | | | Music – pulse/steady beat EAD – Colour and paint | Beat, brush, palette, mix | | |
| My World | 26.9.22 | PSE | Seal Good to be Me and Feelings | Name, family name, surname | I can talk about where I live and where we can go. I understand that we are all different and enjoy different things. | |
| | | P | Skills and gymnastics I moves | | | |
| | | CL | Engage in story times | | | |
| | | Literacy | Mega magic hair swap | | | |
| | | Phonics | Phase 2 Week 2 | | | |
| | | Maths | Just like me | | | |

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| | | | UTW | RE – differences between themselves and others. Village Walk F1 Creation – why is the word God so important to Christians? ICT Tizzy Village wlk | Christian, village, church, shop, dentist, doctors, chemist | |
| | | | EAD | Music – Topic Me Charanga EAD – Sculpture/form | Model, roll, knead | |
| | My World | 3.10.22 | PSE | Seal Good to be Me and Feelings | Happy, sad, angry, upset, frustrated | I know what to do when I have changing feelings. I am confident to talk to others about my wants and needs. |
| | | | P | Skills and gymnastics I moves | | |
| | | | CL | Engage in story times | | |
| | | | Literacy | Colour Monster | feeling | |
| | | | Phonics | Phase 2 Week 3 | | |
| | | | Maths | Just like me | | |
| | | | UTW | School hunt and locality. | | |
| | | | EAD | Music – Topic Me Charanga EAD – Sculpture/form | Model, roll, knead | |
| | Healthy Me | 10.10.22 | PSE | Seal Good to be Me and Feelings | | I know how to make my body strong and healthy. |
| | | | P | Skills and gymnastics I moves | | |
| | | | CL | Nonsense jokes and rhymes | Joke, rhyme | |
| | | | Literacy | Funnybones – Assessed writing piece. Skeleton Day | Skeleton, bones, joint | |
| | | | Phonics | Phase 2 Week 4 | | |
| | | | Maths | It's me 1,2,3 | | |
| | | | UTW | Family Tree | | |
| | | | EAD | Music – Topic Me Charanga EAD- Kandinsky | Brush, mix, palette | |
| | Healthy Me | 17.10.22 | PSE | Seal Good to be Me and Feelings | | I can talk about what to do to make me healthy. |
| | | | P | Skills and gymnastics I moves | | |
| | | | CL | Talk about the school kitchen | | |
| | | | Literacy | Oliver's fruit salad/vegetables Toolkit: Instructions | Fruit, vegetable, | |
| | | | Phonics | Phase 2 Week 5 Assessments | | |
| | | | Maths | It's me 1,2,3 | | |
| | | UTW | ICT NOS Self Image and Identity/ Fruit salad RE Diwali | Vitamin, calcium, | | |
| | | EAD | Music – Topic Me Charanga EAD – Fruit kebabs | Primary colour | | |