



TOPIC TITLE: Journeys	ENTRY POINT
	<p>Children will become familiar with their new environment, teachers and friends, as well as familiarising themselves with the daily routines and expectations of the school. We will begin by focusing on various nursery rhymes and language associated with moving, and then begin our journey through the early number system.</p>
	HOME LEARNING
	<p>At the beginning of the year, parent's will be given a home learning back with useful resources in to support your child's learning at home. Each week, we will then out a sheet with suggested activities to support the maths and phonics work in school. Your child will also have their guided reading book changed every week. We really encourage you to have a go at some of these activities with your child, as it will impact greatly on their understanding and progress in school.</p>
	PARENT ENGAGEMENT
	<p>A few activities to get you started...</p> <ul style="list-style-type: none">• Sing and learn actions to nursery rhymes with your child• Practice counting to ten and back. Remember you can count anything!• Talk to your chid about journeys you have been on in the past, as a family or upcoming journeys. You could even share some photographs!• Have a look at some different modes of transport. <p>If you think you or someone you know has a job, hobby, skill or experience that would excite and benefit the children's learning around our topic, please come in and speak to us!</p>



The Big Idea: To look at journey's both personal and physical through stories, rhyme, number and experiential learning.

Key Texts:

Various nursery rhymes
Mouse paint
Number stories
We're going on a bear hunt
Where the wild things are
Owl Babies
The jolly postman
Handa's surprise
Farmer duck
The little red hen
Oliver's fruits/vegetables
Story of Diwali
The Christmas story

Key Experiences:

Transition into school/new class
Learning new stories, rhymes and songs
Autumn
Harvest Festival
Visit from tractor/farmer
Visit to bakery/green grocer
Making scarecrows
Firework displays
Remembrance
Diwali
Christmas Nativity Performance and Mass.

Celebrations: Harvest Festival, Celebration of Work assemblies, Christmas Nativity

RE Focus: Creation, Prayer Saints and Feasts, Advent, Christmas.

Using and Applying:

Staff to provide a range of opportunities for children to practice these skills inside and outside the classroom.
Staff to provide a range of opportunities for children to develop skills in a range of contexts, both real and imaginary.
Staff to provide a range of meaningful adult led, adult initiated, child led, child initiated and continuous provision activities to support learning, and develop a flexible planning approach to reflect the children's interests.
Through an enabling environment, developing positive relationships and celebrating the uniqueness of each child and their individual learning journey.



Prime Areas of the Early Years Foundation Stage Curriculum

Skills

Success Criteria

Personal, Social and Emotional Development:

To settle into the new environment
To become familiar with rules, routines and expectations
To be aware of boundaries set and behavioural expectations
To learn the names of others in the class
To develop friendships and play together
To instigate interaction with others
To show understanding of the needs of self and others
To facilitate own learning and participate in group learning
To find where things are and access resources independently
To be engaged and show high levels of involvement and curiosity
To take turns and share fairly with the support of an adult
To develop listening skills to develop relationships
To talk about own experiences
To talk positively about themselves
To show and respond to a range of emotions
To make their needs known to an adult
To develop self-regulation and self-control.

I am settled into my new class.
I can take turns, work collaboratively and have made good relationships with my peers.
I have developed trusting relationships with adults and can ask for what I need.
I can follow the rules, routines and behavioural expectations of the classroom and the school.

Communication and Language:

To listen carefully in a range of situations
To listen and respond to stories and experiences
To speak with confidence within familiar groups
To begin to ask questions
To initiate role play
To look at the person speaking to them

I can listen, attend and show understanding of what I have heard and seen.
I can ask questions about what I have heard and seen.
I can use language to re-create roles, set up imaginative play, explain what I am doing or what I need to develop relationships with peers.



<p>To sit quietly and calmly when appropriate</p> <p>To sing and learn rhymes</p> <p>To finish rhyming sentences with cues and prompts</p> <p>To use language to imagine and re-create roles in play</p> <p>To follow two step intrusions</p> <p>To re-tell parts of familiar stories.</p>	
<p>Physical Development:</p> <p>To balance travelling over, under, through, around and on large equipment</p> <p>To show awareness of space and of others when moving around</p> <p>To show control over large body movements</p> <p>To lift and carry objects of varying size and weight</p> <p>To use scissors to cut a straight or curved line</p> <p>To use tape and string to join materials</p> <p>To take responsibility and manage own personal hygiene</p> <p>To notice changes in our bodies when we exercise</p> <p>To develop a sense of healthy living</p>	<p>I can show developing control over large and small body movements, and with tools and equipment.</p> <p>I can show a sense of special awareness and hand-eye coordination.</p> <p>I can talk about ways to keep healthy and keep myself safe.</p>
Specific Areas of the Early Years Foundation Stage Curriculum	
<p>L:</p> <p>To make marks in a variety of contexts and talk about these</p> <p>To begin to form some letters correctly and write their name</p> <p>To develop an interest in books and stories</p> <p>To tell stories from memory or picture clues</p> <p>To make predictions in stories</p> <p>To ask relevant questions and make comments</p> <p>To orally segment and blend CVC words</p> <p>To segment CVC words to spell</p> <p>To know that information can be retrieved from books and computers.</p>	<p>I can write my name and form some letters I know correctly.</p> <p>I can read and write phonemes and graphemes taught from memory.</p> <p>I am beginning to spell words in a phonetically plausible way.</p> <p>I am beginning to recognise some tricky words on sight.</p> <p>I am interested in books, can talk about what I have read, ask questions and make comments and predictions.</p>



<p>M: To count reliably from 0-10 (20) forwards and backwards To recognise some numerals and begin to form these correctly To experiment with different strategies when counting/sorting/measuring To begin to recognise one more and one less than a given number To begin to familiarise self with different mathematical resources To begin to use the language of heavier/lighter and longer/shorter to compare To name and talk about some familiar 2D shapes To use shapes and blocks to build and create pictures To continue and make own repeating patterns To use the language of money in role play.</p>	<p>I am developing my counting skills, and count reliably using 1:1 matching to 10 (20) forwards and backwards. I am beginning to know one more or one less and sequence numbers correctly. I can write some numerals correctly from memory. I am developing the language I need to talk about measurement and shape. I am beginning to use my reasoning skills to solve problems. I am beginning to use maths language in my free learning.</p>
<p>UW: To look at similarities and difference in the environment To recognise changes in the local environment and observe seasonal changes To participate in the Harvest Festival To ask questions about what they see To know about similarities and differences in communities and cultures, and talk about traditions. To use programmable toys i.e. Bee-bots To use technology in class to support their learning</p>	<p>I can talk about changes, similarities and differences in the environment. I can talk about similarities and differences in different communities and cultures. I can comment on traditions and personal experiences. I can use technology to support my learning.</p>
<p>EAD: To experiment with music making and sounds To move to music showing an awareness of rhythm and beat To use a variety of media and techniques to represent experiences</p>	<p>I enjoy music, singing, dancing and exploring sounds and instruments. I can explore and use a variety of materials, mediums and tools to create artwork.</p>



To use imagination and think creatively
To experiment with colour and textures
To manipulate malleable materials through pinching, squeezing and rolling
To join materials effectively
To explore pattern and shapes through artwork.
To take care of art materials, tools and resources.

I can plan and talk about what I want to create, and give reasons as to why I have chosen materials/colours/tools etc.
I can perform confidently in a small group.

Characteristics of Effective Learning:

Listening to each other
Managing distractions and developing concentration
Asking questions
Noticing patterns and links
Think about what you are learning
Finding another way
Developing resilience and perseverance
Developing self-esteem and self-confidence
Being imaginative