

## EYFS People Who Help Us! Learning Sequence Autumn 2025

**Synopsis:** The children will settle into their new environment and learn the new routines. They will grow in confidence to communicate and express themselves, asking for help when necessary. The children will develop their listening and attention skills and begin to take turns to speak. They will share their own likes/dislikes and talk about their family and home. The children will explore their own abilities and begin to recognise that others are different to themselves. They will explore and understand different occupations and how they influence our daily lives. They will look at similarities and differences between themselves and others in their community. They will learn about Harvest and will join in with our Harvest Festival and walk to Dacre Church.

In **Literacy**, the Nursery children will engage in large scale gross motor writing activities. They will access Level 1 Twinkl phonic activities, develop early communication skills and build up their awareness of the sounds around them. In Reception the children will begin to write their own names, learn Level 2 sounds and apply them when reading and writing, begin to write a weekly diary towards the end of the autumn 1 term, retell a story and write sentences to match pictures. They will listen and write initial sounds and develop their letter formation to write recognisable letters.

In **Understanding the World**, the children will show interest in the lives of people who are familiar to them and in different occupations. They will begin to learn that their bodies have different parts and to explore the world around them using their senses. They will learn about day and night and how to stay safe. They will compare different houses and homes. The children will learn basic computing skills, safety and coding. They will learn about significant figures from the past and develop respect for others through their experiences.

In **Expressive Arts and Design**, the children will explore mark making using different materials, paint self-portraits and other's faces. They will learn a range of techniques and understand how they can be used in different ways to enhance their work. They will experiment with colour and explore performances, building a repertoire of songs.

In **Communication and Language**, the children will maintain their attention during activities and use their experiences in role play and retelling. They will extend their vocabulary linked to our topic. The children will extend their ability to listen to others and respond to their ideas/opinions with accuracy.

In **Physical Development**, the children will develop both their fine motor skills and gross motor skills by taking part in the Moving to Write programme. They will develop basic movement skills; travelling in different ways and maintaining space. They will learn how to travel over and under a range of equipment safely.

**Outdoor Learning Opportunities** - Explore the natural world around them, discussing what they see, hear and feel around them. They will learn about Bonfire Night safety and look for the signs of Autumn.

In **Personal, Social and Emotional**, the children will access provision areas both inside and out growing in confidence to initiate play, respond to their peers and develop good relationships with peers and adults. Children adapt their behaviour to different situations, and begin to understand that their own actions affect others.

In **Mathematics**, the Nursery children will name, match and sort with different colours. The Reception children will begin to subitise and count objects to 5 and recognise numerals to 5. They will explore number composition to 5. They will compare groups of objects, recognising when they are the same or different and then move onto comparing quantities using the language of more or fewer. They will explore patterns around them and create their own. They will explore both 2D and 3D shapes. **Length of theme:** 14 weeks

## Baseline

A baseline assessment will be completed in-line with DFE expectations within the first 6 weeks of a child entering our school. This will include carrying out and using the results of The Reception Baseline Assessment provided by the DFE. Within this learning sequence you will find references to key documents for this (RBA), 4-year old assessment points which are included in Development Matters 2021 and expectations for the Reception year.

## Literacy

### OBJECTIVES

Children in Nursery will be learning to:

- Engage in extended conversations about stories, learning new vocabulary.
- Understand the five key concepts about print: -print has meaning - print can have different purposes we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

The Reception Baseline Assessment provides short, narrative statements that are specific to how each child performed in the baseline. This will then be used to inform our teaching within the first term.

Children in Reception will be learning to:

- Re-reads books to begin to build up his/her confidence in word reading his/her fluency and his/her understanding and enjoyment.
- Read individual letters by saying the sounds for them.
- Blend sounds into words so that he/she can read short words made up of known letter-sound correspondence.
- Read some letter groups that each represent one sound and say the sounds for them.
- Read a few common exception words matched to the Twinkl Phonics programme.

### LEARNING SEQUENCE

#### Phonics/Early Reading

##### Nursery

- Engaging in daily songs/stories/poems and rhymes
- Share books alongside them and model how to read (book skills)
- Encourage discussion about the pictures and link it to their own experiences
- Daily Level 1 Twinkl Phonic games and activities focusing on the first 6 of the 7 aspects of Level 1 Phonics – Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration and Voice Sounds. Oral Blending and Segmenting will be introduced in the Summer Term
- Share a range of Twinkl Phonic books linked to Level 1
- Hunt for print in their environment

##### Reception

- Reading books allocated; non-word books to build comprehension and storytelling skills/books matched to the children's individual phonic ability.
- When learning about a new book/theme vocabulary lists will be created for the children to explore throughout the learning sequence.
- Comprehension and word-reading will be supported through the Twinkl Phonics programme as well as through discussion when we read stories and listen to children read.
- Teach level two sounds through the Twinkl phonics programme, focusing on active phonics to aid recall.
- Sound cards will be sent home weekly, including parent guidance.
- Children will practise oral blending and segmenting through their daily phonics, reading and writing activities.

- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words.

#### Children in Nursery will be learning to:

- Enjoy drawing and mark making
- Understand that marks have meaning
- Marks can stand for the letters in their name
- Include mark making and early writing in their play
- Imitate adults writing by writing continuous lines of shapes and symbols from left to right
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Have a go at writing their name writing some or all of it

Lists, labels and captions

Book name

Cooking stuff??

- Children will be taught how to read common exception words.
- Children will practise reading focus words through phonics, in their reading books and at home with the aim of increasing their fluency.
- Support name recognition by placing names around the classroom ask children to find them, set up self-registration; hide names in sand/water/messy play and ask children to find them.
- In every house on every street – all children will read story/discuss own experiences. Reception children will act out story/ retell story/add captions to a drawing of their own home.
- Share books linked to our topic and link to their life e.g. family/home
- Look at a range of non-fiction books to learn about different occupations

#### Writing

- All children will engage in gross and fine motor activities to teach letter formation – Funky Fingers and Handwriting.
- Cursive handwriting taught following the whole school policy.
- Practise writing own name/ letters/ CVC words; using name card/ flash cards; in glitter/foam/hair gel etc; using chalk on playground/paint and paint brushes/paper and different writing materials.
- All will be encouraged to write own name without using name card; write name on birthday cards and invitations, write name on work to label it.
- Reception children to write initial sounds, initial and final sounds or attempt to spell simple CVC words
- Label the parts of their bodies and their houses
- Children will build up to write weekly diary entries, nursery will draw pictures to represent their weekend and talk about it, adding letters and words if able. Reception children will be extended to think of a suitable accompanying sentence and attempt to write their chosen words.
- Explore rhyming – find the rhyming pairs, continuing different rhyming strings, rhyming silly soup song and odd one out games
- Writing lists in provision and writing a list of who helps them at home and at school

- Firework safety posters; explore firework safety and why it is important; reception children to label pictures of fireworks with colours; write sounds to match the fireworks (pop, whizz, bang, zoom)
- Firework poems – explore and listen to a range of Bonfire Night related poetry. Children will begin to think of their own as a group.
- Autumn poems – Listen, learn and recite a range of Harvest and Autumn poems with actions from ‘The Poetry Basket’.
- Reception children to write a ‘thank you party’ invitation to say thank you and celebrate all the visitors who have aided our ‘People Who Help Us’ learning this topic.
- Celebrate World Nursery Rhyme Week
- Enjoy sharing a story with a predictable pattern e.g. We’re Going on a Bear Hunt. Children join in and act out the story in real-life by going on an expedition. Retell the story with props and write captions linked to pictures from the story
- Reception children write a letter to Santa; write a Christmas card;
- Reception children write the beginning, middle and end of ‘the Jolly Christmas Postman’
- All children to write present labels; label pictures from the story; make and label Santa/his reindeers.

## Understanding the World

### *Past and Present, People, Culture and Community and The Natural World*

#### OBJECTIVES

Children in Nursery will be learning to:

- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to make sense of their own life-story and family’s history
- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.
- Explore how things work

#### LEARNING SEQUENCE

- Discuss their own family. Complete ‘All About Me’ activities discussing their family, likes, dislikes, their home etc.
- Create their own face using loose parts; use mirrors to look at our own faces; talk with peers about different features; name different features, discuss similarities and differences; talk about what makes them special and unique
- Draw around each other and label. Discuss the different body parts and extend the children’s vocabulary.
- Children will learn about how to stay healthy.

- Begin to understand the need to respect and care for the natural environment and all living things.

**Children in Reception will be learning to:**

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past
- Draw information from a simple map
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them
- Learn about the differences between night and day
- Explore shadows and rainbows

- Look at different types of families and talk about how they are the same and different from each other. Children will talk about who in their family help them and why they are special to them. We will create our own family artwork for a display.
- Draw a simple map of our school.
- Use maps and photographs to explore school, school grounds and the local area.
- Look and compare at the different types of buildings and homes in the local area.
- Go on a walk of our local area using a map to follow a set trail. Children will take note of different types of homes and buildings they see as well as key features of the village, such as; post office, church, pub. Whilst walking around our local area think about what makes our local area unique and special. What is the same/different compared to Penrith? Another country?
- Children will get the opportunity to learn about different jobs of 'People Who Help Us' as we welcome visitors from the emergency services, who may include the Fire Brigade, Police, Midwives and Mountain Rescue, to help teach us about the roles and responsibilities they have.
- Explore the natural world around us during our Welly Wednesday sessions.
- Explore the school grounds looking for the signs of Autumn using all of our senses. What do you notice? How has it changed?
- Learn about seasonal changes by exploring how seasonal change affects the local area.
- Learn about day and night and discuss the differences between them. What do you do in the day compared to night time?
- Learn about our 5 senses through different investigations.
- Use all of our senses to explore and then describe what we can see, hear, feel and smell.
- Use their sense of touch to describe different materials; create a feely picture using different materials.
- Hunt for mini-beasts and other animals in our woodland
- Draw pictures of what they find

- Learn that light comes from the sun and other light sources.
- They will learn about light and dark and how to stay safe when it is dark.
- Explore shadows and make their own shadows using their hands/puppets and cut-out shapes
- Explore the school grounds looking for the signs of Winter using all of our senses. What do you notice? How has it changed?
  
- Celebrate Bonfire night and teach bonfire/ firework safety through our outdoor learning. Have a pretend bonfire & fireworks.
- Children will learn about Guy Fawkes and other significant individuals from the past and the influence they have had. We will listen to their stories and learn more about them.
  
- Children will become familiar with Purple Mash and explore Mini-Mash.
- They will explore technology in school and technology in their homes.
- Children will then learn about technology outside of school and look at how things work.
- Learn basic internet safety
- Learn how to operate and navigate simple programmes and apps on the I-Pads.
- Learn how to programme simple code to operate and control Bee-Bots
- Navigate Bee-Bot around a map to reach a specific point.
- Children will learn how to take photos on the I-Pads.
  
- Children will celebrate Harvest Festival and learn why it is important. Whole school walk and celebration at Dacre Church.
- Children will learn about other faiths and festivals – celebrating Diwali and listening to the story of Rama & Sita. - Create a comparison picture with Diwali one side and children’s own celebration on the other; compare celebrations using photos; compare own celebrations and that it is OK to be different; explore religions of the world and how everyone had different beliefs.

- As a whole school we will participate in Remembrance Day and learn about its relevance and importance.
- In RE sessions children will focus on the Questful RE unit called Why are we all different and special? They will:
- Talk about themselves, their likes, dislikes, and what makes them special.
- Understand that we are all different and that makes us special.
- Learn about Clever Cub and explore different stories.
- Talk about how God made each one of us the same but different and explore how we are all unique.
- Look at a picture of baby OR have a visitor and talk about what can a baby do/not do. Discuss how children have changed and talk about what children are looking forward to being able to do as they grow up?
- Talk about the importance of names, including the names given to God.
- Talk about feelings they may have experienced.
- Meet Clever Cubs and his friends and explore a story where he was worried. Children will develop artwork showing when they have been worried and will explain why they felt this way.

## Expressive Arts and Design

### *Creating with Materials and Being Imaginative and Expressive*

#### OBJECTIVES

##### Children in Nursery will be learning to:

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore colour and colour mixing.

#### LEARNING SEQUENCE

- Explore a range of different materials and experiment with the marks they make
- Look at their own face in the mirror and explore the ways to draw the individual features of the face
- Using our 'loose parts' materials children create their own loose part face picture using selecting appropriate items to represent their different features.
- Explore artwork by artist Bridget Riley and explore how she uses lines in her artwork. Create our own line artwork.
- Explore artwork by other artists such as Piet Mondrian and use this to practise our other pre-writing shapes.

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

#### **Children in Reception will be learning to:**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Develop storylines in their pretend play
- Explore and engage in music making and dance, performing solo or in groups

- Create a collage of our body using different materials- continuous provision activity
- Create a 'feely picture' inspired by the story 'Lucy's Picture' by Nicola Moon. We will explore texture as we learn about our sense of touch.
- Explore colour, naming and mixing. Name primary and secondary colours. Nursery make colour hand prints for display naming colours they print. Reception make colour mixing ladders and colour wheels.
- Learn about the work of Kandinsky and create their own colourful masterpiece experimenting with colours and shape (children will also use this to practise all of their pre-writing shapes linked to Moving to Write)
- Explore colour mixing with paint/chalk/oil paint.
- We will create firework splat pictures similar to that of Pollock.
- Create poppies using lolly-sticks and tissue paper; create collage pictures as a class (encouraging children to work together).
- Home-corner; develop storylines based on personal experiences
- Role-play fire station and fire engine
- Construct simple representations with construction toys – model hospital, fire station, police station and school buildings.
- Sing songs about the body e.g. Heads, Shoulders, Knees and Toes
- Follow the Charanga music scheme – 'Me!' And then 'Dance, Sign and Play!'
- Learn; songs, lines, actions and dances as we practise and perform our Christmas nativity.
- Through our 'Welly Wednesday sessions' the children will explore the natural environment and describe what they see, hear, feel using their senses. Explore the seasonal changes of Autumn.
- We will explore simple cooking skills and make a festival inspired dish.
- Christmas performance; Christmas cards; Christmas present; Santa's grotto; explore Christmas sensory tray.

# Communication and Language

## *Listening, Attention and Understanding and Speaking*

### OBJECTIVES

#### 4-year-old observation check point:

- Is the child saying words of four to six words – ‘I want to play with cars’ or ‘What’s that thing called?’
- Can the child use sentences joined up with words like ‘because’ ‘or’, ‘and’? For example: ‘I like ice cream because it makes my tongue shiver’.
- Is the child using the future and past tense: ‘I am going to the park’ and ‘I went to the shop’?
- Can the child answer simple ‘why’ questions?

**The Reception Baseline Assessment provides short, narrative statements that are specific to how each child performed in the baseline. This will then be used to inform our teaching in the first term.**

#### Children in Nursery will be learning to:

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell along story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Use longer sentences of four to six words.

### LEARNING SEQUENCE

Through the theme and learning opportunities, children will develop their abilities within this area. They will have opportunities to express themselves effectively and be supported, via interventions, when this is challenging. Communication and language will be considered when planning other areas of the curriculum and is a central part of linking the curriculum together. A weekly focus on the objectives will ensure that coverage and observations are in place to support assessment; however, it is vital that C&L forms the basis of other planning.

Some supporting ideas for this term are as follows:

- Circle times focused on getting to know you
- Jigsaw sessions
- Parachute games to explore what we know about each other
- Home corner to support using what they know and to extend their imaginative play, communication and extend vocabulary
- Increasing length of time children are expected to sit during activities
- Exposure to a variety of stories and asking probing questions about their opinions
- Modelling good conversation skills and manners during snack time.
- Sharing books at the end of the day and discussing them
- Nativity performance/Christmas production
- Read/tell stories without showing the images in the books
- Explore the language of comparison
- Vocabulary lists for the topic/world religions

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

**Children in Reception will be learning to:**

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

# Physical Development

## Gross Motor Skills and Fine Motor Skills

### OBJECTIVES

#### Children in Nursery will be learning to:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly

### LEARNING SEQUENCE

- We will explore big motor movements through our 'Moving to Write' sessions.
- Children will play a range of games to develop their overall body strength.
- Experiment with basic movement skills; children will learn to travel in different ways, balance and use large muscle movements.
- Children will take part in handwriting sessions to encourage gross-motor development e.g. large-scale painting, vertical painting with water, large scale chalking, using scarves and magic wands to stretch and bend.
- Children will take part in Funky Finger sessions three times a week to develop their fine-motor skills. We will use a variety of resources including playdough, threading, cutting, pin boards etc.
- Refine pencil grip so all children are working towards a tripod grip; encourage a dominant hand and good handwriting routines
- Begin forming letters both gross- and fine-motor with a focus on retracing vertical lines and forming anti-clockwise circles.
- Using our indoor and outdoor sessions, we will teach children how to travel in different ways, how to link movements and how to balance.
- We will teach children how to stay safe and manage risks when using different resources and when travelling under and over a range of equipment.
- Navigate space successfully, avoiding obstacles and each other
- Outdoor sessions that focus on navigating space; using bikes safely and appropriately; running activities in the outside area; 'hunt the....' activities which encourage changing direction rapidly.
- Begin to use the toilet independently, encouraging personal hygiene.
- Use circle times to discuss how to support health and wellbeing

<p><b>Children in Reception will be learning to:</b></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>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• 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</li> </ul> <p><b>PE session focus;</b></p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<p><b>FORMATION (Objective)</b> Develop the foundations of a cursive handwriting style which is fast, accurate and efficient.</p>
<p><b>Personal, Social and Emotional Development</b>  <i>Self-Regulation, Managing Self and Building Relationships</i></p>	
<p><b>OBJECTIVES</b></p> <p><b>Children in Nursery will be learning to:</b></p> <ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which</li> </ul>	<p><b>LEARNING SEQUENCE</b></p> <p>Through the theme and learning opportunities provided, children develop their self-confidence and self-awareness. They begin to manage their feelings and behaviour e.g. turn-taking and following instructions and begin to build positive relationships with adults and children. It is important that the area of PSED is planned within the week through child- and adult-led activities. Each child will have developing needs which will need to be planned for accurately.</p>

is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting.

- Show more confidence in new social situations.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Begin to understand how others might be feeling.

**4-Year-old observation check point:**

- Does the child play alongside others or do they always want to play alone?
- Does the child take part in pretend play (for example, being 'mummy' or 'daddy')
- Does the child take part in other pretend play in different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

**Note:** watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties

**Children in Reception will be learning to:**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

Some supporting ideas for this term are as follows:

- 'Getting to know you' activities
- Baseline assessments to support getting to know the children
- Parents have 'stay and play' sessions
- Small group socialising activities
- Sharing home experiences to start the day
- Christmas performance – self-confidence
- Circles times focused on differences and similarities
- Parents invited in to support children with the Christmas production
- Parents invited to share our celebration of People Who Help Us at our thank you party
  
- Jigsaw sessions for Nursery and Reception
- Being Me in My World focusing on how the children fit into school, their class and supporting them to manage their feelings and new relationships.
- Celebrating Differences focusing on how we are the same and the things that we have in common. Understanding that some things that are different and that's ok – it's good to be special. Understanding that we are all special and unique.

## PSHE - Jigsaw

*Being me in my world / Celebrating Difference*

### PSHE Objectives

These can be found on our website

<https://stainton-cofe-primary-school.secure-primariesite.net/puzzle-overviews/>

### PSHE Learning Sequence – Jigsaw

All year groups follow the Jigsaw Teaching programme.

These curriculum objectives are covered in weekly lessons, circle times and topics are celebrated through a weekly celebration assembly

## Mathematics

### OBJECTIVES

Children in Nursery follow the Master the Curriculum planning. They will learn:

- To name and distinguish colours
- To match colours, quantities and shapes
- To sort by colour, size and shape
- To work out the sorting rule
- To sing a range of number songs and rhymes
- To rote count and count objects using their pointy finger to help them
  
- To subitise, count, recognise and match the number 1
- To subitise, count, recognise and match the number 2
- To subitise, count, recognise and match the number 3
- To recognise, extend and begin to create AB repeating patterns
- To recognise, extend and begin to create ABC repeating patterns
- To spot errors in repeating patterns

### LEARNING SEQUENCE

#### Nursery

- Go on colour hunts around the class and outside
- Sort objects into red or not red etc.
- Match objects of the same colour
- Match a range of objects, recognising when they are the same. Match different buttons, towers and shoes. Discuss the language of pairs, same and different. Explain why they are the same or how they are different
- Sort different objects in a range of ways – by colour, size, type. Explain how they have sorted them.
- Play spot the odd one out. Can they guess the rule and explain how the objects have been sorted?
- Sing a range of number rhymes and songs e.g. 1,2,3,4,5 Once I Caught a Fish Alive, 5 Little Speckled Frogs
  
- Subitise 1 object, play what is 1 or not 1, count and match 1, recognise the numeral 1
- Subitise 2 objects in a dice pattern and in a random arrangement
- Subitise 2 objects of different sizes and shapes
- Counting and matching 2 – what's 2 and not 2?
- Counting hunt – can you count and find 2 objects?
- Numeral hunt – can they find different varieties of the numeral

**The Reception Baseline Assessment provides short, narrative statements that are specific to how each child performed in the baseline. This will be used to inform our teaching within the first term.**

**Children in Reception will be learning to:**

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten
- Compare numbers
- Understands the one more/one less relationship between consecutive numbers
- Automatically recall number bonds 0 to 5 and some to 10
- Talk about and explore 2D and 3D shapes

**Maths Learning Sequence – Power Maths**

All year groups follow the Power Maths mastery programme.

These curriculum objectives are covered in daily lessons through a small step, progressive approach.

**Reception follow the NCETM Mastering Number Programme and complement this with parts of Power Maths**

- Spot AB repeating patterns using a range of materials
- Continue AB repeating patterns using colours, shapes, outdoor materials and movements e.g. stamp, clap, stamp, clap
- Spot errors in AB patterns and correct them
- Continue ABC repeating patterns using a range of materials
- Sing a range of number rhymes and songs e.g. 1 Finger, 1 Thumb

**Reception**

- Subitise with numbers up to 5; move handfuls of objects to 5 around and explore that it is the same number, recognising the quantity without counting, explore dice and dot patterns, link to Numicon pattern.
- Play games such as 3 or not 3
- Explore the composition of numbers, subitise them, count out from a larger group, understand number conservation, match numeral to quantity, learn how to write the numbers correctly
- Recognise numbers 1 – 5.
- Recognise how old they are, their door number and the day of their birthday; number hunts in the environment; number play dough mats.
- Sing a range of counting songs, linking to number lines and props
- Count 1:1 to 5, count how many people are in your family using real photos; count different body parts (fingers, toes, hands, feet, eyes etc.)
- Count actions such as stamps, claps, taps and sounds using different musical instruments, focus on stopping at a certain number
- Focus on rote counting forwards and backwards – count children at self-registration, when lining up, when singing number songs etc.
- Counting and matching numeral to quantity to 10; firework picture for matching; counting rockets and finding the number to match; counting autumn leaves/objects and matching to the correct numeral; give children a number and ask them to find that many of a type of object in the environment; match the present to the right door by counting dots on the present.

- Counting arrangements; count the bows for presents asking children to get a certain amount for the right number of presents; count out marshmallows for hot chocolate; create Christmas cookies with different numbers of baubles (Smarties).
- Subitise; using tens frames to look at different numbers, place bows on tens frames and match with numeral without counting, prompt children to say how many they can see without counting
- Compare numbers; different piles of presents, who has the most/least – can we make them equal, different amounts of objects in jars for children to compare, use different objects throughout the term to compare more/less/equal – can you make it equal and fair?
- Learn the concepts of wholes and parts, find different parts of objects and animals
- Break apart quantities up to 5 into two parts
- Begin to link this to number bonds to 5
- Subitising activities, recognise objects in a random pattern
- 2D shape hunt, naming shapes inside and outdoors, making 2D shapes using natural materials, sorting 2D shapes
- Describing 2D shapes – feely bag, shape shop game, odd one out
- Magic feely bag – flat 2D shapes become 3D chunky shapes
- Build models with 3D shapes and name the shapes used
- Explore how some 3D shapes stack, some roll and sort them into groups. What shapes are best for building?
- 3D shape hunt, naming 3D shapes around the classroom and outdoors, building with 3D shapes
- Sorting 3D shapes – which ones roll, slide and stack?
- Describing 3D shapes using language of curved, straight and faces
- Printing 3D shapes – begin to link 3D face to 2D print
- Create shape pictures with 2D shapes. Describe and name the shapes used.
- Shape shop game – describe 2D shape they want to buy e.g. can I buy a shape with 4 sides, 4 corners and the sides are all the same length. A square!
- Explore addition through the part-whole model. Combine objects