




Term : Autumn (Science)	Project title: Are we all Animals?	Year group: Reception
<div>Summary of the project block:</div> <div>Children will explore all about animals (including humans) this term. We will start by learning all about us! Who we are, where we live and who is in our family. During Autumn term the children will focus on nocturnal animals and animals that hibernate. We will be discussing how all animals, Including humans, we need food, shelter and water to survive. We will be learning about Nocturnal animals and what this means. The children will explore our local area and observe the changes they notice in the natural environment, including the change in Weather. We will talk about animal homes and habitats and Forest/woodland animals. We will have a visit from a real life Hedgehog in our classroom and learn all about the care he needs and what he likes to eat and drink. We will get designing and resourcing to make a bear den on our field for the Winter and ensure we use the right materials for it to shelter a bear from the wind, rain and snow. We will be exploring and learning about the Harvest festival, Diwali, Hanukkah and Christmas traditions all over the world.</div> <div>Mini Outcomes:<ul style="list-style-type: none">- Children go on a nature walk and build a home for a hedgehog.- Children will make bird feeders for the trees in EYFS garden.- Making a bears den for winter.- Making Diwali lanterns.</div>		
<div>What do we want children to know by the end of the block and what do we want children to know how to do by the end of this block?</div>		
<div>Communication and language</div> <div>Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</div> <div>Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</div> <div>Uses a wider range of vocabulary based on experience.</div> <div>Enjoys listening to longer stories and can remember much of what happens.</div> <div>Understands two part instructions such as “get your coat and wait at the door”.</div> <div>Can use rhyme and fill in rhyming words when missing. Eg “frogs sit on logs”.</div> <div>Uses longer sentences of four to six words.</div> <div>Learns and uses new vocabulary in the correct context.</div>	<div>Physical Development</div> <div>Know they need to use the toilet and ask adults to help them with clothing.</div> <div>Wash hands with guidance.</div> <div>Uses a range of simple tools with support.</div> <div>Makes single snips with scissors</div> <div>Simple ring games</div> <div>Understand the vocabulary of movement. E.g. Gallop and slither.</div> <div>Hop on the spot and to travel.</div> <div>Run and freeze on command.</div> <div>Drive scooters, bikes and trikes by pushing feet</div> <div>Climb steps or stairs with alternate feet, using a hand or handrail for support.</div>	<div>Personal, Social and Emotional Development</div> <div>Form a secure bond with key worker.</div> <div>Plays in parallel with children observing and copying ideas.</div> <div>Select from a small range of resources.</div> <div>Follow simple rules with adult support.</div> <div>Expressive arts and design</div> <div>Make marks with a wide range of tools and groups.</div> <div>Explores a range of materials and can develop ideas given to them.</div> <div>Children begin to give meaning to the marks they make.</div> <div>Use props, similar to the items they represent, appropriately, during simple domestic role play.</div> <div>Use small world props in short non-verbal narratives.</div> <div>Identify a wider variety of less</div>

	<p>Jump two feet to two feet on the spots.</p> <p>Jump down from a higher to a lower height.</p> <p>Travel by galloping with a leading foot.</p> <p>Run at speed in the outdoor space.</p>		<p>familiar environmental sounds.</p> <p>Name some percussion instruments and describe the sounds in simple terms.</p>
<p>Mathematics</p> <p>Compare small sets of objects by processing language “more than”.</p> <p>Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties.</p> <p>Process simple positional vocabulary in the run of child initiated play.</p> <p>Match pairs to demonstrate a secure grasp of commonality.</p>	<p>Literacy</p> <p>Join in with actions/words of a rhyme</p> <p>Keep a steady beat alongside others using musical instruments.</p> <p>Distinguish between different instrumental sounds.</p> <p>Maintain focus on short picture book.</p> <p>Hold books independently,turn pages noting items of interest along the way</p> <p>Find my name from a choice of names</p>	<p>Understanding the world</p> <p>Recognise self in baby photographs and relate.</p> <p>simple family stories about babyhood.</p> <p>Begin to talk about family routines.</p> <p>Understanding of what jobs their family members do.</p> <p>Explore Freezing and melting.</p> <p>Actively collect and enjoy transporting materials.</p> <p>Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.</p> <p>Sustain interest in action and reaction toys.</p> <p>Engage in joint attention with adults for short periods of time in respectful observations of living things.</p>	

Which **words and phrases** do we want children to **recall and define** by the end of this block

<p>CLL</p> <p>Children asking who/what/why questions. Responding appropriately to two part instructions. Learning and using some story language.</p>	<p>PD</p> <p>Hop,jump,run,walk. Go and stop. Careful/gentle Fast/slow</p>	<p>PSED</p> <p>Share, gentle. Turn taking. Waiting and stopping. Happy and sad.</p>	<p>M</p> <p>Number names to 10 Circle, square, triangle and rectangle. A set Full/empty Same/more/fewer</p>	<p>L</p> <p>Book/ story. The end. Once upon a time. Repairing familiar phrases from stories.</p>	<p>UW</p> <p>Autumn Winter Stem/petal/leaf. Tree/flower/plant. Rain/wind/snow. Dark/light.</p>	<p>EAD</p> <p>Mix Bright Dark Shadow Fast/slow Soft Loud/quiet</p>
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			In/on/under/next to/on top/behind.			
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<p>Which visits,visitors and special experiences will we organise to secure children’s knowledge ?</p> <p> Trip to the Lake Area. Trip to Burradon farm. Trip to the Rising Sun country park and farm. Trip to White House farm at Christmas. Visit from Sea Life Centre Manager (Provisional-COVID restrictions)</p>	<p>Which books will help children secure and think more deeply about the knowledge in this block?</p> <p> Owl Babies. The Grufallo. Leaf Man. We’re Going on a Bear Hunt. Pumpkin Soup. Room on the Broom. Bear Snores On. Stick Man.</p> <p>Various Christmas tales throughout Christmas week.</p>
<p>Which strategies are we using to help our most vulnerable children deepen their knowledge this half term?</p> <p> PHONICS- BLAST (Nursery and Reception BLAST programs) Language in the classroom- labels/signs for Reading. Outdoor Learning opportunities (Forest school sessions). One to one intervention strategies for SEN support.</p>	<p>How will we enhance our continuous provision indoors to extend learning through independent enquiry?</p> <div>    </div>

How can we involve **families** in learning?

Use of Home/school reading books and folders.

Termly reviews.

Stay and Create sessions.

Phonics reading sessions.

Parent helpers for outings and trips.

How will we enhance our **continuous provision outdoors** to extend learning through independent enquiry?



Which **Characteristics of Learning** will you be focussing on?

Playing and Exploring – children investigate and experience things, and ‘have a go’.