

YR It's All About Me Learning Sequence

Synopsis: Children settle into their new environment, where they begin to express themselves effectively, asking for help when necessary. Children explore their own abilities and begin to recognise that others are different to themselves. Children begin to write their names using correct letter formation and join in with shared experiences. They explore and understand different occupations and how they influence our daily lives.

In **Literacy**, children write their own names and some recognise initial sounds

In **Understanding The World**, children show interest in the lives of people who are familiar to them and in different occupations

In **Expressive Arts and Design**, children explore colour and how it can be changed. They experiment to create textures

In **Communication and Language**, children maintain their attention during activities and use their experiences in role play

In **Physical Development**, children develop their fine motor skills to write their names

In **Personal, Social and Emotional**, children initiate play, respond to their peers and develop good relationships with peers and adults

In **Mathematics**, children count objects to 5 and recognise numerals to 5. They create patterns.

Baseline

A baseline assessment will need to be completed in-line with DFE expectations. 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

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

LEARNING SEQUENCE

- When learning about a new book/theme create vocabulary lists for children to explore throughout the learning sequence.
- Comprehension and word-reading will be supported through individual school phonics programmes.

<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Read individual letters by saying the sounds for them. 	<ul style="list-style-type: none"> ➤ Recognise own name; place 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. ➤ Practise writing own name using name card; write name in glitter/foam/hair gel etc; write name using chalk on playground; write name using paint and paint brushes; write name using paper and different writing materials; write name using paper and pencil. ➤ Write own name without using name card; write name on birthday cards and invitations, write name on work to label it. ➤ Children explain their paintings of themselves; describe the shapes they use when creating a face; draw and name their families; create birthday cards and invitations and explain what they have written. ➤ Write initial sounds; label paintings and drawings; practise writing sounds using paint bags and paint; label family pictures; label feelings pictures; label different occupations; instructions for fire safety; write prescriptions and police investigation; write labels for pictures from visits from nurse, firefighters, police.
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Understanding the World

OBJECTIVES	LEARNING SEQUENCE
<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ➤ Create your own face; use mirrors to look at our own faces; talk with peers about different features; discuss similarities and differences; talk about what makes them special and unique (adult record). ➤ Create a representation of your own home; use construction materials to design and build a home; draw a picture of family home and use descriptive language to describe the house/flat/caravan etc; use different resources to create own home. ➤ Create a class display for the jobs that people in the children's families do.

	<ul style="list-style-type: none"> ➤ Ask questions and record visit from nurse; role-play doctors; write prescriptions and appointment notes; research who works in a hospital and their main roles; take part in a nurse visit and write about their role. ➤ Explore fire safety; role play firefighters; create a fire engine outside; look at fire safety and discuss how firefighters keep us safe; design a firefighter's uniform and discuss what safety features it needs; research the job of firefighters and the role they play; take part in firefighter visit. ➤ Explore the role of the police and the influence they have on our lives; role-play police officers; use tablets to 'discover and record' evidence; take part in a police visit; make a police car; record the different roles of the police and how they keep us safe.
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Expressive Arts and Design

OBJECTIVES	LEARNING SEQUENCE
<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Develops storylines in their pretend play • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> ➤ Use paints to mix different colours for different facial features; create a face collage using different materials; make mirrors using different materials and ways to attach them. ➤ Create a photo frame; create a family portrait for inside the frame focusing on different features for different family members. ➤ Create birthday cards using a variety of resources; explore the features of birthday cards and look at how they use the materials; create a picture of their own birthday celebrations using different pens/pencils etc. ➤ Home-corner; develop storylines based on personal experiences ➤ Create a 'feelings' picture along to music and mixing colours; look at expressive art pictures and talk about how they make us feel; create an art project together as a class which represents 'It's OK to feel sad' and how to get help. ➤ Create a fire painting using different textures of paint; use forks to mix paint and experiment with textures; use chalks to create fires and mix colours; mix different colours together using paint bags. ➤ Sing songs about the body e.g Heads, Shoulders, Knees and Toes.

Communication and Language

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 will provide short, narrative statements that are specific to how each child performed in the baseline. This can be used to inform your teaching within the first term.

LEARNING SEQUENCE

Through the theme and learning opportunities, children 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 should be considered when planning other areas of the curriculum and be 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
- Parachute games to explore what we know about each other
- Home corner to support using what they know
- Increasing length of time children are expected to sit during activities
- Exposure to a variety of stories and asking probing questions about their opinions

Physical Development

OBJECTIVES

Children in Reception will be learning to:

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

LEARNING SEQUENCE

- Big movement songs to encourage gross-motor development
- Develop fine-motor skills using a variety of resources including playdoh, threading, cutting, pin boards etc.
- Refine pencil grip with the aim of a tripod grip; encourage a dominant hand, creating big movement writing opportunities where children can practise circles and lines.

<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • 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 <p>PE session focus;</p> <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 • Progress towards a more fluent style of moving, with developing control and grace. • 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. • Develop overall body-strength, balance, co-ordination and agility. 	<ul style="list-style-type: none"> ➤ Begin forming letters both gross- and fine-motor with a focus on lines and circles. ➤ Experiment with movement; PE sessions that focus on different ways of moving; yoga; jumping; running; use movement for emotions and feelings and expression. ➤ Navigate space; PE 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>FORMATION (Objective) Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p><u>Focus should be in place for handwriting/fine-motor, but this will need to be considered in line with individual school's handwriting/phonics policies.</u></p>
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Personal, Social and Emotional Development

<p>OBJECTIVES</p> <p>4-Year-old observation check point:</p> <ul style="list-style-type: none"> • 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? <p>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.</p>	<p>LEARNING SEQUENCE</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 eg 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> <p>Some supporting ideas for this term are as follows:</p> <ul style="list-style-type: none"> ➤ 'Getting to know you' activities ➤ Baseline assessments to support getting to know the children ➤ Parents for 'stay and play' sessions
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You will need to work closely with parents and other agencies to find out more about these developmental difficulties

- Small group socialising activities
- Sharing home experiences to start the day

Mathematics

OBJECTIVES

The Reception Baseline Assessment will provide short, narrative statements that are specific to how each child performed in the baseline. This can be used to inform your 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.
- Continue, copy and create repeating patterns.

LEARNING SEQUENCE

- Recognise how old they are, their door number and the day of their birthday; number hunts in the environment; number walk in local area; doors with numbers on; birthday cards with numbers; magnetic number fishing.
- Count 1:1 to 4; birthday candle counting; playdoh birthday cakes with 'sprinkles' to count; how many people are in your family using real photos; count different body parts (fingers, toes, hands, feet, eyes etc); match the right number of bears to the house (with numbers on doors); count marshmallow 'teeth' at the dentist.
- Recognise numbers to 5; order police cars with numbers by parking them in the right numbered bay; count the rungs on firefighter ladders and match to the correct numeral; counting fingerprints and writing numerals to match; using numbers for 'patients' in the doctor's.
- Count dots that cannot be moved; include all previous activities to build counting skills; count people in houses; counting games on Tablet/IWB.
- Subitise with numbers to 5; move handfuls of objects to 5 around and explore that it is the same number, we can recognise without counting, explore dice and recognising numbers without needing to count the dots
- Create and recreate patterns; use candles to create patterns, create patterns with balloons, start a pattern with birthday cakes and ask children to finish them, use counting bears to create patterns, thread beads to make 'hand cuffs' using pipe cleaners