

**OFFLEY ENDOWED PRIMARY SCHOOL EYFS CURRICULUM RECEPTION LEARNING IMPLEMENTATIONS - AUTUMN TERM A CYCLE 4**

**Literacy**

- Daily dialogic reading at story time and sharing books regularly with children.
- Explain new vocabulary through stories and books and provide opportunities to embed new vocabulary, using it in different contexts throughout the day.
- Ensure children are ready for letter formation by encouraging a wide range of physical skills through indoor and outdoor GMS and FMS activities. Ensure understanding of direction words.
- Provide varied opportunities to practise writing name with appropriate support.
- Direct teaching of daily phonics sessions based upon Little Wandle scheme.
- Teach formation of letters as the sound is learnt through handwriting ditties.
- Independent opportunities to practise and embed phonic skills, ensuring children can say sounds quickly in order to blend.
- Begin reading common misconception words as set out in Little Wandle.
- Provide a wide range of early writing opportunities using a variety of implements and materials and linked activities particularly in role play.
- Regular school-home book reading.
- Fiction texts: e.g. 'Harry and the Dinosaurs go to school', 'Come to School too Blue Kangaroo' 'Starting School', 'Stick Man', 'Mr Big', 'Lost and Found', 'Thank you, Omul', 'After the Storm'
- Non-fiction texts: 'Seasons Turning', 'Light and Dark', 'Diwali', 'It's Ok to Be Different',
- Rhymes and Poems: The Wheels on the Bus, Five Little Monkeys and a selection of other nursery rhymes

**Communication and Language**

- Comment on interests and activities, echo back to children what they have adding new vocabulary and with corrected pronunciation and tense if necessary.
- Extend vocabulary, explaining unfamiliar words and concepts and make sure children understand through stories, activities, guided learning and direct teaching. Use books that introduce new vocabulary related to themes and interests.
- Plan time for regular conversations and discussions around topics and interests including News Time.
- Model sustained shared thinking.
- Model language that promotes thinking and help children to elaborate thoughts and feelings.
- Model active listening skills and make clear the link between listening and learning.
- Identify, introduce and explain new vocabulary relating to themes, interests and activities.
- Daily dialogic story time and sharing of core books, rhymes and poems.
- Opportunities for storytelling inside and outside using props, puppets etc.
- Indoor and outdoor role play and small world activities relating to themes and interests.
- Use open ended questioning during play and guided learning.
- Initial use of books without text for school-home reading.

**Personal, Social and Emotional**

- Teach and model how to use the classroom resources, steadily introducing more once good habits, understanding and routines are established.
- Encourage expression of feelings using appropriate vocabulary through modelling and direct teaching.
- Highlight exemplary behaviour – narrating what has happened.
- Explore seeing from other points of view through stories, modelling and role play.
- Meet people from their school community and wider community.
- Plan time to share information about themselves and their families and interests and as opportunities arise. Provide learning activities around these.
- Model respectful behaviour and praise and reward kind behaviour.
- Discuss our class and school rules, explain why we have them and display them.
- Set small goals for children that they are actively aware of and praise their achievement.

**Physical Development**

- Support, encourage and reward growing independence when changing for PE and going outside.
- Encourage, model and praise skills needed to queue, eat snacks and meals and manage personal hygiene.
- PE lessons: Gymnastics – Travelling on different body parts and balancing. Games – Throwing, catching and aiming skills with a beanbag then ball.
- Develop FMS skills through a range of activities encouraging a good tripod pencil grip.
- Discuss healthy eating, hygiene and hand washing in relation to snack time and dinner time.

**Topic/ Theme: Ourselves, Our Family and Community**



**Child Centred Focus: Belonging**

**Mathematics**

- Develop the key skills of counting through direct teaching, guided learning, daily routines, singing and games.
- Show small quantities in familiar patterns (playing cards, dice, numicon) and random arrangements.
- Put objects into 5 frames and 10 frames.
- Display numerals alongside dot quantities and tens frames. Play card games. Discuss ways to record quantities. Play games and activities to link numerals to the cardinal amount.
- Free play and activities with blocks and shapes.
- Assess knowledge of shapes and then teach mathematical vocabulary of 2D and 3D shapes through direct teaching and guided learning with games, sorting, building, making etc.
- Provide shapes that make other shapes such as pattern blocks and interlocking shapes and set tasks with increasing complexity.

**Understanding the World**

- Dedicated talk time to discuss family and people who are familiar to them, share photos and look at similarities and differences.
- Encourage children to talk about their immediate family and wider family such as grandparents and their family's unique history, invite family members to come in to talk to the class.
- Have visitors from the school community and local community.
- When looking at role models (RE) and different occupations in the community, ensure that children see diversity through resources that show differences in ethnicity, religion, gender and ability, reflective of our society.
- Children will be welcomed to talk about the differences they notice and answered in a positive and straight forward manner.
- Use simple paint software to create a piece of digital art.

**RE**

- Discovery RE syllabus – Theme 'Special People'
- Please see programmes for lessons and activities
- Discovery RE enquiry on 'What makes people special?' Will be linked to learning about ourselves and our families.
- Lessons about role models will be linked to our wider learning about occupations in our school and wider community.
- Learn how and why Diwali is celebrated through a range of activities.
- Children will learn how Moses is special to Jewish people this will link to our learning about rules and our learning to respect people with different religions and beliefs.

**Expressive Art and Design**

- When drawing themselves when starting school introduce the idea of expressing their emotions in drawings.
- Teach colour mixing skills.
- Encourage detail when making self-portraits and pictures of family through modelling and guided learning.
- Provide a wide range of mark making materials to build skills when making pictures.
- Music lessons.
- Regular rhyme and singing time.
- Indoor and outdoor role play and small world activities.
- Provide a range of materials for children to construct with and ensure knowledge of different techniques to join materials including staplers, hole punch and fasteners.

**Christian Value and Ethos**

- Through stories, teaching, modelling, praise and reward learn about our focus Christian value 'Thankfulness' as well as other Christian values and how to express them.
- Adults will model Christian Values in their building of caring and supportive relationships with children and their families.
- Be taught the school prayer and how to pray, model developing own prayers.
- Learn how to engage in collective worship through observation and guidance.
- Through our RE syllabus and collective worship times listen and begin to learn stories about Jesus.
- Learn about and take part in the Harvest Festival.

**British Values**

- Through RE and PSED children will be learning how we are all special for different reasons.
- By having visitors with roles in the local community children will learn to respect those who help us.
- As we learn about our class and school rules and in RE about Moses and the 10 commandments, children will be learning right from wrong and will connect these to our country's laws.
- We will learn about how Moses is very important to Jewish people, respecting their beliefs.

**Wider Opportunities**

- Visits from role models in the school and wider community.
- Visit to church for the Harvest Festival

**Home Links**

- Reading books and library books once reading meeting has taken place.
- Phonic practise books.
- Pictures and photos of children and their families to share in class.
- Use of class dojo to share learning and successes.
- Learning links on school website.
- News times (Thursdays)

**CofEL**

- A well organised environment will enable children to access resources easily.
- Whilst getting to know their environment children will be taught how to use different tools and materials so they can use these resources with growing independence.
- Independence in choices will be praised.
- By learning about individuals and their families we will encourage children to share their interests and plan activities and resources for them to further explore.

Please use curriculum learning intentions alongside this implementation plan.