



WPS Curriculum Plan 2023=2024

Year Group: EYFS

Term: Autumn 2

Topic: Bear Hunt/ Christmas

Development Matters: 3-4 statements, Reception, ELG

Subject	Learning
Core Story:	We're Going on a Bear Hunt by Michael Rosen We're Going on a Lion Hunt by David Axtell Non-fictions texts about bears Dear Santa by Rod Campbell
Literacy: Word Reading Comprehension Writing	<ul style="list-style-type: none"> ● We read English from left to right, top to bottom, understands different parts of books ● Read individual letters by saying a sound for them. <p>Reading:</p> <ul style="list-style-type: none"> ● Develop their phonological awareness (Spot and suggest rhymes, ● Recognise words with the same initial sound, such as money and mummy, count or clap syllables in a word ● We read English from left to right, top to bottom ● Write some letters accurately. ● Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ● Read a few common exception words matched to the school's phonic programme <p>Comprehension:</p> <ul style="list-style-type: none"> ● Engage in extended conversations about stories, learning new vocabulary. ● Re-Read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment <p>Writing:</p> <ul style="list-style-type: none"> ● Use some of their print and letter knowledge in their early writing e.g. 'm' for mummy, starting to write a list at the top of the page. ● Write some letters accurately. ● Write some or all of their name. ● Spells words by identifying the sounds and then writing the sound with letters. ● Forms lower case and Capital letters correctly.
Cross Curriculum Maths: Number Shape, Space and Measure	See Maths Medium Term Plan Subitising to 4, introduce circles. Comparing numbers, introduce triangles Counting to 5, introduce square Comparing numbers, introduce oblongs. Composition (introduction of a whole and parts, composition of numbers 2 and 3) and shape hunt around school or in local area. Composition and sorting 2D shapes. Focus on weight, linked with Christmas parcels.
Communication and Language Listening, Attention and Understanding	<ul style="list-style-type: none"> ● Understand how to listen and why listening is important. ● Learn new vocabulary. ● Uses new vocabulary throughout the day. ● Uses new vocabulary in different contexts.

<p>Speaking</p>	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes and songs. • Articulate their ideas and thoughts in well-formed sentence. • Describe events in some detail. <p>Story times:</p> <ul style="list-style-type: none"> • Engages 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. <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. • Use talk to organise themselves and their play. • Articulate their ideas and thoughts in well-formed sentences.
<p>Physical Development:</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<ul style="list-style-type: none"> • Develop overall body strength, balance, co-ordination and agility. • Revise fundamental skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping. • Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future P.E. sessions and other physical disciplines including gymnastics and dance. • Negotiate space and obstacles safely, with consideration for themselves and others. <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Start taking part in some group activities which they make up for themselves, or in teams. <p>Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping and climbing).</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • 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. • Develop their small motor skills so that they can use a range of tools completely, and safely and confidently.
<p>Personal, Social and Emotional:</p> <p>Building Relationships</p> <p>Managing Self</p> <p>Self- Regulation</p>	<ul style="list-style-type: none"> • 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. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge

	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others • Manage their own needs • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - being a safe pedestrian -sensible amounts of ‘screen time’.
<p>Expressive Arts and Design: Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Music:</p> <ul style="list-style-type: none"> • 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. <p>Create their own songs or improvise a song around one they know. Respond to what they have heard express their thoughts and feelings.</p> <p>-play instruments with increasing control to express their feelings and ideas.</p> <p>-listen with increased attention to sounds</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Art: DRAWING AND COLOUR CHOICES</p> <ul style="list-style-type: none"> • 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. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. <p>-Explore colour mixing</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> • 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. • 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. <ul style="list-style-type: none"> • Develop storylines in their pretend play <p>Create collaboratively sharing ideas, resources and skills.</p>
<p>Understanding of the world: Past and present</p> <p>People, Culture and communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. • Continue to develop positive attitudes about the differences between people. • Recognise that people have different beliefs and celebrate special times in different ways. • Talk about members of their immediate family and community. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including characters from the past

Working Scientifically	Observing Testing by trial and error Predicting Evaluating	
British Values	Democracy – Sharing, taking turns, Rule of Law : class rules Individual Liberty: celebrating our achievements Mutual Respect: celebrating Christmas	
SMSC	Cultural : Celebrating Christmas, Moral : School and class rules, Social: performing Christmas play Spiritual: Learning about and reflecting the meaning of Christmas.	
Learning Outside The Classroom	Walking to post letters to Santa, re-enacting Bear Hunt in the school grounds	
E-safety	Pixl lesson 2 – What is the internet?	