

|  |  |
| --- | --- |
| **Reception: Why is it always cold in winter?** | |
| **Prime areas** | **Specific areas** |
| **PSED** | **Literacy** |
| 3-4 yrs: Develop appropriate ways of being assertive.  3-4 yrs: Increasingly follow rules, understanding why they are important.  4-5 yrs: Manage their own needs.  4-5 yrs: Builds constructive and respectful relationships. | 3-4 yrs: Write some letters accurately  3-4 yrs: Use some of their print and letter knowledge in their early writing. .  4-5 yrs: Read individual letters by saying the sounds for them.  4-5 yrs: blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  4-5 yrs: Form lower case and capital letters correctly.  4-5 yrs: Spell words by identifying the sounds and then writing the sound with letter/s.  4-5 yrs: Read a few common exception words matched to the school’s phonic programme. |
| **Communication and Language** | **Mathematics** |
| 3-4 yrs: Understands ‘why’ questions, like : “Why do you think the caterpillar got so far?”  3-4 yrs: Sing a large repertoire of songs.  4-5 yrs: Describe events in some detail.  4-5 yrs: Learn rhymes, poems and songs.  4-5 yrs: Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  4-5yrs: Listen to and talk about stories to build familiarity and understanding.  4-5yrs: Learn new vocabulary  4-5yrs: Engage in story times and non-fiction books.  4-5yrs: Articulate their ideas in well-formed sentences. | **\*See White Rose Maths Planning Autumn 2:**  **It’s me 123!**  **Circles and Triangles**  **1,2,3,4,5**  **Shapes with 4 sides** |
| **Physical Development** | **Understanding the World** |
| 3-4 yrs: Use large-muscle movements to wave flags and streamers, paint and make marks.  3-4 yrs: 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.  4-5 yrs: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.  4-5 yrs: Develop the foundations of a handwriting style which is fast, accurate and efficient. | 3-4 yrs: Begin to understand the need to respect and care for the natural environment and all living things.  3-4 yrs: Continue to develop positive attitudes about the differences between people.  4-5 yrs: Comment on images of familiar situations in the past.  4-5 yrs: Compare and contrast characters from stories, including figures from the past.  4-5 yrs: Recognise that people have different beliefs and celebrate special times in different ways.  4-5 yrs: Explore the natural world around them.  **Geography Golden threads:**  **Sustainability -** Begin to understand the need to respect and care for the natural environment and all living things.  **Climate –** What weather we expect in winter. Lapland / North Pole discussions – where Father Christmas lives.  **Settlement** – local park winter walk  **Diversity** – Christmas around the world  Geography fieldwork:  St. George’s church visit – local area. Discuss what we saw on the way.  Winter walk to Cale Green Park – spotting signs of winter. |
| Links to EYFS development Matters 2020 related to the main Learning Challenge, time of year and age of children. | **Expressive Arts and Design** |
| 3-4 yrs: Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  3-4 yrs: Explore colour and colour mixing  4-5 yrs: Watch and talk about dance and performance art, expressing their feelings and responses.  4-5 yrs: Explore and engage in music making and dance, performing solo or in groups.  4-5 yrs: |