

## Reception – Enquiry Learning – Autumn 1 Overview 2021-22

| Enquiry Learning   | Learning   | Class Reader   | Early Years Outcomes   | Subject Links  | Evidence what and where  |
|--|--|--|--|--|--|
| <p>All about me.<br/>Who am I and who are my new friends?<br/><b>20.9.21</b></p> | <p>The children will talk about themselves and what makes them special. During circle time they will discuss feelings with each other.<br/>The children will be introduced to their new school rules and behaviour expectations.<br/>The children will create a self-portrait of themselves using a mirror to help.<br/>The children will work in a group to complete a likes and dislikes sorting activity whilst developing their skills of turn taking, sharing and waiting their turn.</p>   | <p>We are all different<br/><br/>Our class is a family<br/><br/>All are welcome</p>  | <p><b>People and communities</b> Shows interest in the lives of people who are familiar to them (30-50)<br/><b>Self Confidence and awareness-</b><br/>Can describe self in positive terms and talk about abilities (40-60)</p> | <p>Science<br/>PHSCE<br/>Art &amp; Design</p>                      | <p>Settling in obs-<br/><b>Learning Journey</b><br/><br/>Speech bubble-<br/><b>English book</b><br/><br/>Self portraits<br/><b>creative file</b></p> |
| <p>Who are my family and where do I live?<br/><b>27.10.21</b></p>                | <p>The children will share their family photographs during circle time with the class. During circle time, we will use the jingle ball to talk about who is in our families.<br/>The children will draw their own family portrait and be encouraged to talk about their family and where they live and where they come from.<br/>The children will bring in and share pictures of where they live, linking to our house number (maths).<br/>The children will be introduced to the Oxford Reading Tree characters (Biff, Chip and Kipper). We will talk about their family and how they might be similar or different to other families.</p> | <p>Oxford Reading Tree<br/>Biff, Chip and Kipper<br/><br/>Your house, my house<br/><br/>In every house on every street</p> | <p><b>People and Communities</b><br/>Shows interest in the lives of people who are familiar to them (30-50)<br/>Enjoys joining in with family customs and routines (40-60)</p>   | <p>PHSCE<br/>RE<br/>Art &amp; Design<br/>History<br/>Geography</p> | <p>Family portrait –<br/><b>creative file</b><br/><br/>Speech bubble<br/><b>Maths book</b></p>   |
| <p>How do I keep myself safe?<br/><b>4.10.21</b></p>                             | <p>The children will learn how to stay safe within the school community, online, out of school in public places and at home. Staying safe will be discussed through circle time with safe practices modelled. The children will enjoy a visit from Mr Wilson, our local lollipop man who will talk about staying safe on the roads. The children will then role play using the</p>   | <p>The Golden Rules big books</p>  | <p><b>Health and Self Care</b><br/>Understands that equipment and tools have to be used safely<br/>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (40-60)</p>   | <p>PHSCE<br/>Computing<br/>Geography</p>                           | <p>Speech bubble and classroom driving licence -<br/><b>English book</b></p>   |

|   |   |  |   |  |  |
|---|---|--|---|--|--|
|   | <p>crossings and lollipops sticks to cross the children over. The children will try on and wear high visibility clothing and understand why it is safer to wear bright clothing as the mornings and nights become darker. The children will be expected to follow the new class golden rules.</p>   |  |   |  |  |
| <p>What is the season of Autumn?<br/>An Autumn Tale<br/><b>11.10.21</b></p> | <p>As the weather begins to change and the mornings and nights become darker, the children will learn about the season of Autumn and the different changes that take place.</p> <p>The children will enjoy an Autumn hunt in the school grounds and collect signs of Autumn for our class investigation tray. The children will notice and be encouraged to talk about the changes taking place during whole class and smaller group sessions. We will learn about animals that we might see in Autumn and talk about animals that hibernate and what this means. The children will make their own hedgehogs using tools to sculpt the clay. The Gruffalo story will be shared with the class and acted out using masks and puppets. The children will enjoy exploring music and movement as they listen, move and join in with the Gruffalo story during PE.</p> | <p>The Gruffalo</p> <p>Autumn (Fact Book)</p> <p>Autumn is here</p> <p>Thinking about the seasons</p> <p><b>Autumn</b></p> | <p><b>The World</b></p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects (30-50)</p> <p>Developing an understanding of growth, decay and changes over time (30-50)</p> <p>Looks closely at similarities, differences, patterns and change (40-60)</p> | <p>Science<br/>DT<br/>Art &amp; Design</p> | <p><b>Outdoor big book</b></p> <p><b>Enquiry Learning Big Book</b></p> <p>Autumn walk observation<br/><b>Learning Journey</b></p> <p><b>Clay Hedgehogs</b></p> <p><b>Creative file</b></p> |
| <p>Hibernating animals and their habitats<br/><br/><b>18.10.21</b></p>      | <p>The children will learn about the animals that hibernate, why they hibernate and their habitats. They will learn about how they adapt to life in their surroundings to survive throughout the winter. We will then compare this to our homes and how we adapt ourselves to keep warm throughout the winter and compare the similarities and differences. The children will write about hibernating animals for our Enquiry Learning class book.</p>  | <p>Don't hog the hedge<br/>E-book</p> <p>Hibernation Hotel</p> <p>Animal Homes</p>   | <p><b>The world</b></p> <p>They make observations of animals and explain why some things occur, and talk about change (ELG)</p>   | <p>Science<br/>Geography<br/>PHSCE</p>     | <p>Observation<br/><b>Learning Journey</b></p> <p>Writing<br/>English Book</p> <p><b>Enquiry Learning Big Book</b></p> <p>Art Work<br/><b>Creative File</b></p> <p><b>Display</b></p>      |

## Reception – Enquiry Learning – Autumn 2 Overview 2021-22

| Enquiry Learning   | Learning   | Class Reader  | Early Years Outcomes  | Subject Links   | Evidence<br>what and where  |
|--|--|---|---|---|---|
| <p style="text-align: center;">Diwali<br/>1.11.21<br/>(Thurs 4<sup>th</sup> Nov)</p>   | <p>The children will learn about Diwali, who celebrates Diwali, why Diwali is celebrated and the History of how Diwali started many years ago. We will learn all about Hindu's and Sikh's and the traditions that they enjoy. The children will explore Mendhi designs and have a go at using paints to create their own. The children will enjoy tasting traditional food and will make Diva lamps using clay. We will learn about where in the world India is and search for India on a the globe.</p>   | <p style="text-align: center;">We love Diwali</p> <p style="text-align: center;">Let's Celebrate 5 days of Diwali!</p> <p style="text-align: center;">Rama and Sita – The story of Diwali</p>   | <p><b>People and Communities</b><br/>Recognises and describes special times or events for family or friends (30-50months)<br/>Enjoys joining in with family customs and routines (40-60months)<br/><b>The world</b><br/>Looks closely at change (40-60months)</p>   | <p style="text-align: center;">History<br/>Art<br/>Geography</p>  | <p style="text-align: center;">Writing<br/><b>English Book</b></p> <p style="text-align: center;">Creative File<br/><b>Bonfire pictures</b></p> <p style="text-align: center;">Observation<br/><b>Learning Journey</b></p> <p style="text-align: center;">Enquiry Learning<br/><b>Big Book</b></p>                                  |
| <p style="text-align: center;">Bonfire Night<br/>8.11.21</p> <p style="text-align: center;">Remembrance Day<br/>11.11.21</p> | <p>The children will learn about Bonfire night, why some people celebrate Bonfire Night and the history of Bonfire night.<br/>The children will learn how to stay safe on Bonfire night as they may hold sparklers and attend bonfire and firework displays.<br/>The children will create some bonfire and fireworks artwork and use the sounds they have learnt to label their fireworks. The children will learn about where London is and how London is the capital city of England. We will research together ways to get to London, transport in London and look at the different buildings such as the Houses of Parliament, Big Ben and The London Eye.</p> | <p style="text-align: center;">Special Days<br/>Bonfire Night/<br/>Special Days<br/>of the Year<br/>Bonfire Night</p> <p style="text-align: center;">Room on the Broom/<br/>Sparks in the sky<br/>Where the poppies now grow</p> <p style="text-align: center;">Poppy Day</p> | <p><b>People and Communities</b><br/>They know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)<br/><b>The World</b><br/>Looks closely at similarities, differences, patterns and change (40-60months)<br/><b>The World</b><br/>How environments might vary from one to another (ELG)<br/><b>The World</b><br/>They can talk about change (ELG)<br/><b>Media and Materials</b><br/>Constructs with a purpose in mind using a variety of resources (40-60 months)<br/><b>Being imaginative</b><br/>Uses colours for purpose<br/><b>Speaking</b></p> | <p style="text-align: center;">RE</p> <p style="text-align: center;">PHSCE</p> <p style="text-align: center;">History</p> <p style="text-align: center;">Geography</p> <p style="text-align: center;">Art</p> | <p style="text-align: center;">Diwali fact writing – <b>English book</b><br/><b>Enquiry Learning Big Book</b><br/>Speech Bubble – <b>English Book</b></p> <p style="text-align: center;">Diwali picture-<br/><b>Creative file</b></p> <p style="text-align: center;">Mrs Mistry visit observation –<br/><b>Learning journey</b></p> |

|                         |   |   |  |                         |   |
|-------------------------|---|---|--|-------------------------|---|
|                         |   |   | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  |                         |   |
| Funny Bones<br>15.11.21 | <p>The Funnybones books will be shared with the class. The children will move, dance and sing to the Funnybones music.</p> <p>The children will create their own Funnybones skeletons using art straws, chalks and paints before labelling their work.</p> <p>We will work together to find out about the different bones, muscles and joints in our bodies and discuss what each part is used for and how to keep our bodies fit and healthy through exercise.</p> | Funny Bones<br>Allan<br>Ahlberg/Room<br>on the Broom      | <p><b>Media and Materials</b><br/>Constructs with a purpose in mind using a variety of resources (40-60 months)<br/>Uses simple tools competently and appropriately</p> <p><b>Being imaginative</b><br/>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60months)</p> <p><b>Moving and Handling</b><br/>Experiments with different ways of moving (40-60 months)</p> | Science<br>Art<br>DT    | <p>Funnybones picture<br/><b>Creative File</b></p> <p>Writing<br/><b>English book</b></p> <p>Observation<br/><b>Learning Journey</b></p> <p>Enquiry Learning<br/><b>Big Book</b></p>  |
| Owl Babies<br>22.11.21  | <p>The Owl Babies book will be shared with the children. The children will then act out the story of The Owl Babies and take turns in acting out different roles.</p> <p>The children will create their own Owl Babies picture and use pastels to complete some Owl observational drawings. We will work together to label our drawings and write a letter to Bill, telling him not to worry.</p>   | Owl Babies<br>Martin<br>Waddell<br><br>Owls and<br>Owlets | <p><b>Feelings and behaviour</b><br/>Understands that own actions affect other people (40-60months)</p> <p><b>Media and Materials</b><br/>Selects appropriate resources and adapts work where necessary (40-60months)</p> <p><b>The World</b><br/>Looks closely at similarities, differences, pattern and change (40-60months)</p>   | Science<br>Art<br>PHSCE | <p>Owl Babies writing<br/><b>English Book</b></p> <p>Owl Babies picture<br/><b>Creative File</b></p> <p>Addition<br/><b>Maths Book</b></p> <p>Enquiry Learning<br/><b>Big Book</b></p> <p>Observation<br/><b>Learning Journey</b></p> |

|  |  |   |  |   |   |
|--|--|---|--|---|---|
| <p>Our homes</p> <p>29.11.21</p>                       | <p>The children will learn about their community in which they live. They will talk about their own home and how they might be similar and different to other homes. The children will observe photographs of our own homes before designing, drawing and building their own homes on a large scale using different materials.</p> <p>We will then work together to find out about homes around the world and how they are similar and different as well as learning about how homes have changed over time. We will link our learning back to our Diwali learning and homes in India.</p> | <p>Around the world<br/>Homes<br/>Oxfam</p> <p>A place called home</p> <p>We're better together</p> | <p><b>The World</b><br/>They talk about the features of their own immediate environment and how environments might vary from one to another (ELG)</p> <p><b>People and Communities</b><br/>Children talk about past and present events in their own lives and in the lives of family members (ELG)</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)</p> | <p>Geography<br/>History<br/>Art</p>        | <p>Observation<br/><b>Learning Journey</b></p> <p>Writing<br/><b>English Book</b></p> <p><b>Enquiry Learning Big Book</b></p> <p><b>Display</b></p>   |
| <p>Christmas and winter traditions</p> <p>6.12.21</p>  | <p>The children will learn about the tradition of Christmas and how people celebrate Christmas in our local community. We will work together to perform our Christmas assembly for our families and enjoy sharing our favourite Christmas stories. The children will role play in our Santa's workshop as they write labels and cards for gifts before delivering them to children over the world.</p>   | <p>Twass the night before Christmas</p> <p>The Christmas Truce</p>                                  | <p><b>People and Communities</b><br/>They know that children don't always enjoy the same things, and are sensitive to this (40-60 months)</p> <p><b>The World</b><br/>Looks closely at similarities, differences, patterns and change (40-60 months)</p>   | <p>History<br/>RE<br/>Art<br/>Geography</p> | <p>Observation<br/><b>Learning Journey</b><br/><b>Enquiry Learning big book</b></p> <p>Christmas card writing<br/><b>English Books</b><br/><b>Speech bubble</b></p> <p>Christmas in my house writing<br/><b>English Books</b></p> |
| <p>The traditional Christmas story</p> <p>13.12.21</p> | <p>We will share the Christmas Story and learn about what some people believe is the true meaning of Christmas. The children will enjoy a visit to our local church in our community to join in our Christmas carol service at St John's C of E Church. The children will then act out the story, build the Church and Bethlehem using the blocks and retell the story through drawings, labels and simple sentences.</p>  | <p>The Christmas Nativity</p>   | <p><b>Understanding</b><br/>Able to follow a story without pictures or props (40-60months)</p> <p><b>Speaking</b><br/>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60months)</p> <p><b>Being imaginative</b><br/>Introduces a storyline or narrative into their play</p>   | <p>History<br/>RE<br/>Art<br/>Geography</p> | <p><b>Enquiry Learning Big Book</b></p> <p>Writing<br/><b>English Book</b></p> <p>Observation<br/><b>Learning Journey</b></p>   |