



Percy the Park Keeper: Reception



**Intent**

The children enjoy being outdoors and learning about animals.

It links to our school, children and community as we will be learning about the animals you may find in the countryside (our environment).

The children have already begun spotting changes outside (Autumnal changes).

It gives children opportunity to develop language and foster a love of reading.



**Implementation**

All areas of learning are planned for explicitly as well as providing opportunity for skills to develop during 'learning opportunity time'

This particular cohort are interested in being outdoors and particularly enjoy Forest School. This theme builds on this interest.

Topic entry point- Autumn walk around the local area

Topic exit point- Bedtime Stories

Daily Dashboard sessions to teach 'science' and 'geography' focus.



**Impact**

We will assess the children's learning by making informed observations. Continue to carry out baseline assessments.

We will assess whether the children have gained the knowledge and skills outlined in this theme overview.

We will then identify any gaps in learning that need to be addressed next time or in subsequent themes/topics.

**Specific Areas:** Links to theme

**Literacy**

- Writing an Autumn Poem, 'fireworks sounds', letters to Santa Bedtime Stories.
- Reading Percy books, Owl Babies, non-fiction books about animals. Reading stories at the farmyard with the animals
- Continue Phonics Phase 3. Learn to read tricky words; to, go, I no, the, into. Read CVC words.
- Writing names and labels - emergent writing, writing Christmas lists
- Daily whole class reading using 'golden books'.
- Helicopter Stories- storytelling

**Mathematics**

**Number**

- Number bonds to 5
- Number Blocks Series 1 episodes 14-15
- Matching, sorting and comparing sets
- One more and one less

**Shape, Space and Measure**

- Exploring pattern
- 2D shape & positional language
- Time - Night and day

**Understanding the World**

- RE Sessions- Understanding Christianity- Why is Christmas special for Christians? Worcester Agreed Syllabus- Where do we belong?
- Remembrance Day- why do we wear poppies? 11<sup>th</sup> November
- Bonfire Night- 5<sup>th</sup> November
- Diwali- 14<sup>th</sup> November
- Forest School- seasonal changes
- Day and Night- Nocturnal animals
- Rising Stars 'We can Take Turns', BeeBots/BluBots

**Percy the Park Keeper Reception: Learning Opportunities**

**SMSC**

**Spiritual**

- Forest School
- Seasonal changes, Autumn walks
- Diwali
- Nativity

**Moral**

- Discussion around some children not receiving Christmas presents.
- Remembrance Day

**Social**

- Bedtime Stories
- Developing friendships within the classroom

**Cultural**

- Sharing experiences of how each other celebrate Christmas
- Diwali

**Expressive Arts & Design**

- Colour mixing and collaging- autumnal colours, bonfires, firework paintings
- Leaf printing and rubbings
- Firework dancing
- Design and make hedgehog houses
- Charanga music-singing nursery rhymes, improvising leading to playing classroom instruments, performing in front of peers
- Learning Nativity songs and performing lines in front of peers
- Create Christmas cards, decorations and calendars
- Animal puppets

**Prime Areas:** Links to theme

**Personal, Social and Emotional Development**

- Re-cap the class rules and why they are important
- Respond to significant experiences e.g fireworks talking about how it makes them feel.
- To understand the importance of taking turns in conversation and when playing games.
- Initiate ideas and be confident to try new activities. To continue to show enthusiasm when learning.
- Caring for each other and Percy's animals.
- Bedtime stories- sharing bedtime routines with their friends
- Growth Mindset- having a colourful brain
- HeartSmart sessions

**Communication and Language**

- Word Aware- learning new vocabulary/topic vocabulary.
- Drama- acting out Owl Babies, Percy the Park Keeper
- Nativity- reciting lines, acting out the story.
- Increasing children's vocabulary - Autumn walk 'We're going on a bear hunt 'change to 'We're going on a hedgehog hunt'
- Percy's hut role play area- shed, tools, pots, clipboards
- Vegetable farm shop- vegetables, baskets, wooden crates, till
- Santa's workshop role play area- wrapping paper, scissors, cello tape, tags for presents, toy catalogues
- Nativity role play- character masks, manger, gifts, crowns
- Vets role play- vets kit, animal toys, animal baskets/cages, bandages

**Physical Development**

- Recognise the importance of being healthy- eating healthily, regular exercise, eating a balance diet, hand washing after going to the toilet and before eating (plus extra!)
- Wake and Shake, Dough Disco and Write Dance
- Dance- movements linked to hedgehogs e.g. curling, rolling, stretching. Firework movements- tall, short, fizz, whizz, zoom, swirl. •Gymnastics-moving under, over, on balancing equipment confidently.
- PE sessions GetSet4PE Gymnastics
- Outdoor area- balance beams, climbing tree/low ropes, building large scale dens.
- Tweezers, bead strings, pegs and boards, pipe cleaners and beads

# Once upon a Time Reception: Skills linked to EYFS Development Matters

## Specific Areas

### Literacy

- Listens to and joins in with stories and poems, one-to-one and also in small groups (30-50)
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30-50)
- Beginning to be aware of the way stories are structured (30-50)
- Suggests how the story might end (30-50)
- Listens to stories with increasing attention and recall (30-50)
- Describes main story setting, events and principal characters (30-50)
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40-60)
- Enjoys an increasing range of books (40-60)
- Children read and understand simple sentences (ELG)
- Hears and says the initial sound in words (40-60)
- Writes own name and other things such as labels, captions (40-60)

### Mathematics

- Recites numbers in order to 10 (30-50)
- Shows an interest in representing numbers (30-50)
- Recognises numerals 1-5 (40-60)
- Counts objects to 10 (40-60)
- Counts out up to six objects from a larger group (40-60)
- Selects the correct numeral to represent 1-10 (40-60)
- Counts an irregular arrangement of up to ten objects (40-60)
- Finds one more or one less from a group of up to ten objects (40-60)

### Understanding the World

- Recognises and describes special times or events for family or friends (30-50)
- They know about similarities and differences between themselves and others, and among families, communities and traditions (ELG)
- Developing an understanding of growth, decay and changes over time (30-50)
- They make observations of animals and plants and explain why some things occur and talk about changes (ELG)
- Knows that information can be retrieved from computers (30-50)
- Completes a simple program on a computer (40-60)

### Expressive Arts & Design

- Explores colour and how colours can be changed (30-50)- Uses various construction materials (30-50)
- Begins to build a repertoire of songs and dances (40-60)-Explores the different sounds of instruments (40-60) • Explores what happens when they mix colours (40-60)
- Manipulates materials to achieve a planned effect (40-60)
- Constructs with a purpose in mind, using a variety of resources (40-60)
- Uses simple tools and techniques competently and appropriately (40-60)
- Makes up rhythms (30-50) -Plays alongside other children who are engaged in the same theme (40-60)

## Prime Areas

### Personal, Social and Emotional Development

- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (30-50) - Shows confidence in asking adults for help (30-50)
- Initiates conversation and attends to and takes account of what others say (40-60)
- Explains own knowledge and understanding and asks appropriate questions of others (40-60)
- Children play co-operatively, taking turns with others (ELG)
- Confident to talk to other children when playing & will communicate freely about own home & community (30-50)
- Confident to speak to others about own needs, wants, interests and opinions (40-60)
- Children are confident to try new activities and say why they like some activities more than others (ELG)
- Aware of own feelings, and knows that some actions and words can hurt others' feelings (30-50)
- Can usually adapt behaviour to different events, social situations and changes in routine (30-50)
- Aware of the boundaries set, and of behavioural expectations in the setting (40-60)
- They adjust their behaviour to different situations and take changes of routine in their stride (ELG)

### Communication and Language

- Listens to others one to one or in small groups, when conversation interests them (30-50)
- Listens to stories with increasing attention and recall (30-50)
- Maintains attention, concentrates and sits quietly during appropriate activity (40-60)
- They listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG)
- Responds to simple instructions (30-50)
- Beginning to understand 'why' and 'how' questions (30-50)
- Listens & responds to ideas expressed by others in conversation or discussion (40-60)
- Children follow instructions involving several ideas or actions (ELG)
- Builds up vocabulary that reflects the breadth of their experiences (30-50)
- Introduces a storyline or narrative into their play (40-60)
- They develop their own narratives and explanations by connecting ideas or events (ELG)

### Physical Development

- Hold pencil near point between first two fingers and thumb and uses it with good control (30-50)
- Can copy some letters (30-50) - Shows a preference for a dominant hand (40-60)
- Travels with confidence and skill around, under, over and through balancing and climbing equipment (40-60) • Handles tools, objects, construction and malleable materials safely and with increasing control (40-60)
- Begins to use anti-clockwise movement and retrace vertical lines (40-60)
- Children show good control and co-ordination in large and small movements.
- Practices some appropriate safety measures without direct supervision (40-60)

# Once upon a Time Reception: Links to characteristics of effective learning and key vocab.

## Characteristics of Effective Learning

### Playing and Exploring: Engagement

- Showing curiosity about objects, events and people • Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people
- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences and learning by trial and error

### Active Learning: Motivation

- Maintaining focus on their activity for a period of time
- Persisting with activity when challenges occur
- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something- not-just the end result

### Creating and Thinking Critically: Thinking

- Thinking of ideas
- Finding ways to solve problems
- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked

## Key Vocabulary

### Literacy

Percy the Park Keeper, shed, gardening, owl babies, hedgehogs, fox, badger, sentences, labels, finger spaces, segmenting, blending, phoneme, grapheme, digraph, sound buttons, robot arms

### Mathematics

Number bonds, part, part, whole diagram, ten frames, cubes, objects, more, less, compare, similar, different, match, sort, pattern, repeating  
Positional language- above, below, on top of, next to, between, beside, under

Shape language- triangle, square, circle, rectangle, edges, faces, corners, sides, curved, flat

Time - Night and day

### Understanding the World

Autumn vocab- change, same, different, colours, fall, harvest

Winter vocab- freezing, snow, hail, frost, sleet, bare, crisp, snowflake

Dark, Day, Night, Hunt, Christmas, Christingle, reindeer, sleigh, nativity, manger, stable, nocturnal, Remembrance day

### Expressive Arts & Design

Calendar, card, decoration, collage, mixing, materials

### Personal, Social and Emotional Development

Feelings words; angry, sad, worried, happy, excited, frustrated  
Heart Smart vocab.

### Communication and Language

Word Aware words- Dark, day, night, hunt, lose, fuss, brave, silent

### Physical Development

Three-finger hold, pillow finger, bouncy frog  
Gymnastics vocab- balance, apparatus, table top, frame, beams, shape  
Dance vocab- movement, expression, feelings