









Glastonbury Thorn School Curriculum – Term: Autumn Term 1 - ‘You and Me’ EYFS 2023/24




Learning Journeys – ‘Knowing more and remembering more...’







Knowledge – Possibilities – Diversity – Community








‘Everyday getting better in every way’

Home visits – WC - 04.09.23 Baseline Assessment WC – 18.09.23


| Subject | Session 1 Tuesday 18.09.23 Book focus <i>Hello Friend</i> Rebecca Cobb | Session 2 25.09.23 Baseline Observation: 26.09.23 Book focus <i>Hello Friend</i> Rebecca Cobb | Session 3 02.10.23 Book focus <i>Colour</i> <i>Monster</i> Anna Llenas | Session 4 09.10.23 Book focus <i>Colour</i> <i>Monster</i> Anna Llenas | Session 5 16.10.23 |
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| KUW:    | History focus  Family photographs WAIL: Name and describe people who are familiar SC: I can name and talk about my family members and people who are familiar to me WAIL: Talk about immediate family members and community SC: To talk about my family, who I live with and who I love | Science Focus WAIL: Point to the parts of the body when named – head, arms, legs, knees, toes, face, ears, eyes, hair, mouth, teeth, fingers, nose, tongue, skin. SC: I can name parts of my body Outline of body with labels | Science Focus WAIL: Name the part of the body used for each sense SC: I can name the 5 senses and link them to the parts of the body they relate to Add senses to outline of the body  Body parts Geography Focus | Science Focus WAIL: To recognise changes in state: solid, liquid SC: I can say what is a solid and a liquid combining, separating, sinking and floating, heavy light. Geography Focus WAIL: To identify features of their own physical environment, including animals and physical features. | Science Focus  WAIL: To identify changes in state: solid, liquid, freeze, melt, heating and cooling. SC: I can say what a solid and what a liquid is. SC: I can say what happens when something melts and why it melts. SC: I can say what happens when something freezes and why it freezes. |


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| | <p>WAIL: To begin to make sense of their own life story and family's history, parent, grandparent</p> <p>SC: To look at and discuss family photos and how I have changed/ my family has changed over time</p> | | <p>WAIL: To know we live in Milton Keynes and our school is in Shenley Church End.</p> <p>SC: I can say that I live in Milton Keynes.</p> <p>SC: I can say that I live in Milton Keynes and that my school is in Shenley Church End.</p> <p>SC: I can locate my school on a simple map.</p> | <p>History Focus</p> <p>WAIL: To know how my family and home have changed over time.</p> <p>*Have a baby visitor*</p> <p>SC: I can say what a baby can do.</p> <p>SC: I can say what I can do that a baby cannot do.</p> <p>SC: I can compare between my family today and my family when I was a baby (my mum fed me).</p> | <p>WAIL: To know that some plants grow from bulbs (tulips and daffodils).</p> <p>SC: I can plant a bulb.</p> <p>SC: I can say what will grow from a bulb.</p> <p>SC: I can predict and draw what I think will grow from a bulb I plant. I can say the things that a bulb needs to grow.</p> |
| <p>EAD DT Being Imaginative and Expressive</p>  |  <p>Link to KUW</p> <p>WAIL: To hold a paint brush</p> <p>WAIL: To hold a pencil correctly</p> <p>WAIL: To use shapes to draw a person</p> <p>WAIL: To colour with control</p> <p>SC: To draw and colour a picture of my family – Sketch books assessment</p> | <p>WAIL: To hold and use scissors correctly</p> <p>SC: I can hold a pair of scissors correctly</p> <p>WAIL: To use scissors to cut straight lines</p> <p>SC: I can cut straight lines</p> | <p>WAIL: To know when two colours are mixed another colour is created</p> <p>SC: I can mix two primary colours together to make a new colour</p> <p>SC: I can name the two colours needed to mix a new colour</p> |  <p>WAIL: To name the colours – red, green, yellow, blue, pink, black</p> <p>WAIL: To know how to create thick and thin lines when painting</p> <p>SC: I can paint with control</p> <p>SC: I can paint how I am feeling using a colour to represent my feelings</p> | <p>Link to geography-seasons</p> <p>WAIL: To create a simple collage using a range of manmade and natural objects</p> <p>SC: I can create a seasonal collage using natural materials – leaves etc</p> <p>WAIL: To use different playdough to explore, pinch, press, roll</p> |

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| | | | | | SC: I can pinch, press and roll the playdough |
| <p>PSHE</p> <p>Focuses throughout the half term:</p> <p>Manage own basic hygiene, going to the toilet, washing hands, dressing and undressing</p> <p>Understanding rules and why they are important</p>  | <p>WAIL: to talk about what it looks like if you are in the green zone</p> <p>Introduce Zones of regulation – Green Zone</p> <p>Link to EAD and RE</p> <p>PSHE dimensions - Lesson 14 – Family Fun</p> <p>WAIL: recognise ways in which my family are special</p> <p>SC: I can say what makes my family special</p> <p>SC: I can draw a picture of my family and explain what is special about each of them.</p> | <p>WAIL: to talk about what it looks like if you are in the blue zone</p> <p>Zones of regulation – Blue Zone</p> | <p>WAIL: to talk about what it looks like if you are in the yellow zone</p> <p>Zones of regulation – Yellow Zone</p> <p>*Teach how to check in</p> | <p>WAIL: to talk about what it looks like if you are in the red zone</p> <p>Zones of regulation – Red Zone</p> <p>*Me in my zones – a picture of what children look like when they are in different zones</p> | <p>WAIL: to understand the difference between a friendly and unfriendly problem</p> <p>WAIL: to understand that some problems are 'big' and some are 'smaller'.</p> |
| <p>RE</p>  |  <p>Link to EAD, PSHE and KUW</p> <p>WAIL: To understand why I am special</p> <p>SC: I can say what makes me special</p> |  <p>Link to EAD, PSHE and KUW</p>  <p>To PSHE</p> <p>WAIL: To understand that every family is different and unique</p> |  <p>Photos of Teacher's hobbies to hook children</p> <p>WAIL: To discuss whether we should all be the same</p> <p>SC: I can say what I like to do, my hobbies and interests</p> | <p>WAIL: To identify special groups of belonging</p> <p>SC: I can say a group I belong to; e.g. my family, class, activity club etc</p> <p>To add photos onto our community board of achievement.</p> | <p>Harvest Focus</p> <p>WAIL: to understand the meaning of harvest and why it is important</p> <p>WAIL: I understand that people celebrate special times in different ways.</p> <p>SC: I can sing a harvest song</p> |

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| | Develop positive relationships with others in our class/FS | I can develop positives attitudes about the differences in people. SC: I can say what makes my family special to me Family photograph displays in bases link to developing positive relationships with others | | | Photos add to learning journey |
| <p>PE Focus - Animal Magic</p>  <p>I am a Sports Star!</p> <p><i>*All to be completed within provision – PE to start Autumn 2</i></p> | <p>WAIL: To be able to run in different directions with control</p> <p>SC: I can run in different directions with control</p> | <p>WAIL: To be able to jump forwards from 2 feet to 2 feet</p> <p>SC: I can jump forwards on 2 feet</p> | <p>WAIL: To be able to hop on either foot with control</p> <p>SC: I can hop with control</p> | <p>WAIL: To gallop using preferred leg</p> <p>SC: I can gallop</p> | <p>WAIL: To be able to skip over a rope</p> <p>SC: I can skip over a rope</p> <p>WAIL: To gain height when jumping</p> <p>SC: I can jump high</p> |
| <p>Music</p>  <p>I am a Musician!</p> |  <p>Link to PSHE and RE</p> <p>Bubbles- Family fortunes, Phase 1- Say my name</p> <p>Mr bear- CD track 21</p> <p>WAIL: To listen SC: I can listen carefully to different sounds *Ongoing throughout the term*</p> |  <p>Link to PSHE and RE</p> <p>Bubbles- Family fortunes, Phase 2- move your body</p> <p>Head, shoulders, knees and toes- CD Track 25-27 Once familiar with body parts, experiment with body percussion</p> <p>WAIL- to sing familiar songs WAIL- To tap out a simple repeated rhythm</p> <p>SC: I can join in when singing familiar songs</p> |  <p>Link to PSHE and RE</p> <p>Bubbles- Family Fortunes, Phase 3- Clap, clap, clap</p> <p>WAIL: To tap out a simple rhythm</p> <p>SC: I can tap out a rhythm</p> |  <p>Link to PSHE and RE</p> <p>Bubbles- family fortunes, Phase 1- Say my name</p> <p>Sing some familiar nursery rhymes (look at progression of nursery rhymes to see which one should be being taught this term)</p> <p>WAIL: To sing familiar songs</p> |  <p>Link to PSHE, RE and EAD</p> <p>Bubbles- Family fortunes- performance</p> <p>WAIL: To tap out a repeated rhythm SC: I can tap out a repeated rhythm using a percussion instrument</p> |

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| | | SC: I can tap out a rhythm Photos to add to the learning journey of sticky knowledge; joining in and singing | | | |
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 There is a specific link to a reading/writing focus or other area of the curriculum

 Hook for Learning

 Flashback Opportunity



Flash Forward Opportunities

Learning Journey – OPPORTUNITY TO KNOW MORE AND REMEMBER MORE!