

**Year Group: Rec**



**Term: Autumn 18**

## Authentic Outcome

Our Yule Log sale

Nativity Performance

Indoor and outdoor recipe books

## Essential Question

**Are recipes just for cooking?**

## Immersive Environment

Sensory area  
Mud room  
Pizza express  
Story area  
Recipes hanging in all areas.

### **Middle room**

Each week we will introduce a new recipe.

The recipes will hang from the ceilings

A giant wooden spoon displayed with our question.

### **Mud Kitchen**

Re-invent the mud kitchen allowing children to become immersed in the outdoor classroom.

### **Light box table**

To incorporate using the 5 senses

**Paint area** – to have a range of tools to paint with e.g sponges and twigs.

### **Role play area**

RW – Pizza Kitchen

RS – Home → Café

### **Corridor**

A giant tree displayed with recipes and characters hanging from it.

## Mini Outcomes

Grandad's pot tea party

Make a fairy cake

Children to bring their favorite teddy/doll

Make a giant for a giant parade and invite KS1 to come and watch

Story workshop day

Children are going to make Yule Log cakes to sell.

The children will perform the Christmas recipe performance nativity.

## Trips & Experiences

Trip to Pizza Express

Making a fairy cake

Giant parade

Chef James – Possible visit to college

Parent story workshop

Christmas recipe nativity

# Outcomes for this Term

| PSED  | CAL  | LIT   | RE   | UW/EAD/PD  |
|---|--|---|--|--|
| <p>30-50months</p> <ul style="list-style-type: none"> <li>•Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p>40-60months</p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> </ul> <p><b>Self confidence</b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>•Separates from main carer with support and encouragement from a familiar adult. •Expresses own preferences and interests.</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>•Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p>Managing feelings and behaviour</p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>•Can express their own feelings such as sad, happy, cross, scared, worried. •Shows understanding and cooperates with some boundaries and routines.</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>•Aware of own feelings, and knows that some actions and words can hurt others’ feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>•Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul> | <p><b>Listening and attention</b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>• Shows interest in play with sounds, songs and rhymes</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>•Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><b>Understanding</b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>•Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>•Understands use of objects (e.g. “What do we use to cut things?”)</li> <li>•Responds to simple instructions, e.g. to get or put away an object.</li> <li>•Beginning to understand ‘why’ and ‘how’ questions</li> </ul> <p><b>Speaking</b></p> <p>22 – 36 months</p> <ul style="list-style-type: none"> <li>•Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>•Uses a variety of questions (e.g. what, where, who). •Uses simple sentences (e.g.’ Mummy gonna work.’)</li> </ul> <p>30- 50 months</p> <ul style="list-style-type: none"> <li>. Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.</li> </ul> <p>40 – 60 months</p> <ul style="list-style-type: none"> <li>•Uses language to imagine and recreate roles and experiences in play situations.</li> </ul> | <p>30-50 months</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>•Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>• Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> | <p><b>Autumn TOPIC 1: DOMESTIC CHURCH– FAMILY: MYSELF</b></p> <p><b>Learning Outcomes Know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of my name – <b>Explore</b></li> <li>• God knows and loves me and each one by name – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Autumn TOPIC 2: BAPTISM/CONFIRMATION – BELONGING: WELCOME</b></p> <p><b>Learning Outcomes Know and understand:</b></p> <ul style="list-style-type: none"> <li>• What it is to welcome and be welcomed – <b>Explore</b></li> <li>• Baptism: a welcome to God’s family – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><b>Autumn TOPIC 3: ADVENT/CHRISTMAS- LOVING: BIRTHDAY</b></p> <p><b>Learning Outcomes Know and understand:</b></p> <ul style="list-style-type: none"> <li>• What a birthday is; waiting for a birthday – <b>Explore</b></li> <li>• Advent: looking forward to Christmas, the birthday of Jesus – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> | <p><b>PD</b></p> <p><b>Moving and handling</b></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>•Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>•Draws lines and circles using gross motor movements.</li> <li>•Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>•Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games</li> <li>•Uses simple tools to effect changes to materials.</li> <li>•Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters</li> </ul> <p><b>Health and self-care</b></p> <p>30 – 50 months</p> <ul style="list-style-type: none"> <li>•Observes the effects of activity on their bodies.</li> </ul> <p>40-60 months</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p><b>EAD</b></p> <p><b>30-50 months</b></p> <ul style="list-style-type: none"> <li>•Explores colour and how colours can be changed.</li> <li>•Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>•Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance.</li> <li>•Realises tools can be used for a purpose</li> </ul> <p>40-60 months</p> <p>Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures.</p> <p>Being imaginative</p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>•Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>•Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>•Create simple representations of events, people and objects.</li> <li>•Chooses particular colours to use for a purpose.</li> </ul> |

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|  |  |  |  | <p><b>UW</b><br/>People and communities<br/>22-36 months<br/>•Has a sense of own immediate family and relations.<br/>30-50 months<br/>•Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family<br/>40-60 months</p> <p>The world<br/>22-36 months<br/>•Notices detailed features of objects in their environment.<br/>30-50 months<br/>•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.<br/>Talks about why things happen and how things work.<br/>•Developing an understanding of growth, decay and changes over time.<br/>40-60 months<br/>Looks closely at similarities, differences, patterns and change.</p> <p>Technology<br/>30-50 months<br/>•Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Knows that information can be retrieved from computers</p> <p>40-50 months<br/>•Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.</p> |
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