



*Be all you can be*  
Hayes School

Reception Curriculum Plan: Autumn 2 2023

## From farm to fork



**The Big Question: Where does our food come from?**

Responsibility **Success** Aspirations Resilience Discovery Friendship



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**At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.**



## Reception: Autumn 2 2023

The second half term in reception is all about learning where our food comes from and how we can support our local community. In this topic, the children will learn how different produce is grown, how farming has changed over time, as well as understanding the effect their behaviour can have on the environment.

A main focus will be given towards supporting children to develop in confidence and self assurance to begin working with their peers, sharing and taking turns to lead. It will equip them with skills to share their own experiences and also learn about the differences of others. Intertwined through the seven areas of learning, this experience will inspire a deep curiosity and enable them, to communicate, play and flourish with others. This in turn will help lay down the fundamental foundations of a lifelong love of learning.



# Curriculum Questions

BIG Question: Where does our food come from?

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical development</u>	<u>Understanding of the World</u>	<u>Expressive arts and design</u>
How can you solve a problem with someone? How can we a good friend? Can you keep trying and be resilient like Tim the turtle? What are your favourite foods and why? What do you like or dislike?	Can you tell me a story? Why is listening important? Can you follow a simple instruction? Can you describe the taste of fruits and vegetables? Can you describe smells and textures? What happens after the three little pigs leave home?	Can you throw and catch a ball? Do you have the confidence to climb? Can you balance a wheelbarrow? Can you use your fingers to cut, thread or weave different materials? Can you put pressure on paper to make marks and write	Where are different foods grown? I wonder if all foods can be grown in the same country? Why? How are different foods farmed? Do you think seasons will affect produce? Can I discuss different cultural festivals?	Can you make a vegetable/fruit? Can you draw what the vegetable/fruit looks like? Can you make structures using different materials? Can you use colour and texture to create autumn and firework pictures? Can you learn songs and perform on a stage?





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## Prime Area: Communication and Language

This half term, we shall support children to:

- Begin to develop their vocabulary, looking at new words within texts and using these throughout the day
- Understand how to listen carefully and why listening is important
- Use conversation to extend their vocabulary to help them talk about their observations and to ask questions
- Take part in discussions







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## **Prime Area: Personal, Social and Emotional Development**

**This half term, we shall support children to:**

- **Accept that everyone is different**
- **Include others when working and playing**
- **Know how to help if someone is being bullied**
- **Try to solve problems independently**
- **Try to use kind words**
- **Know how to give and receive compliments**







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### Prime Area: Physical Development

This half term, throughout our continuous provision and PE sessions the children will get lots of opportunities to:

- Develop muscle tone within their hands by doing activities such as: threading, cutting, weaving and using playdough. This will all help children learn how to apply pencil pressure when writing.
- Use a variety of tools to effect changes to different materials as well as begin to show us a preference for a dominant hand.
- Our outside provision will focus on ball skills, such as throwing and catching as well as climbing and creating our own challenges
- Dance and movement activities.
- Use outdoor resources to learn to balance







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## Specific Area: Literacy

This half term, we will be looking at traditional tales such as 'The Three Little Pigs', as well as stories linked to farming. The children will learn to:

- retell stories using images as well as actions and role playset around animals and farms.
- learn about pattern and repetition in stories.
- develop a love of reading
- continue to practise writing their names and simple cvc words/sentences.
- to mark make and practise their writing skills through wonderful imaginary play and guided sessions.





# English Texts

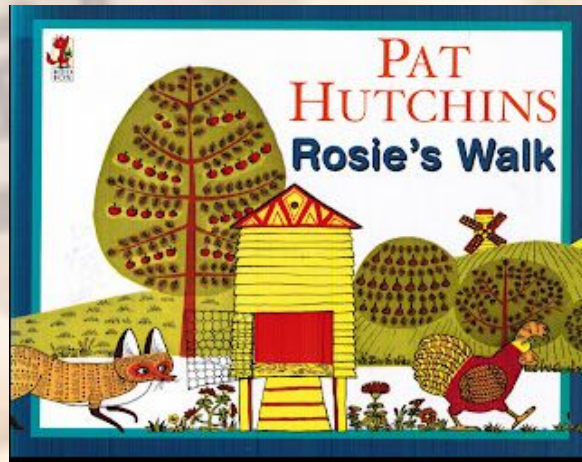
## Main Text

### Three Little Pigs

Author: Mara Alperin

Three little pigs set off to build new homes for themselves. But someone big and bad soon comes looking for a tasty piggy snack . . .

Can the pigs outwit the wicked wolf?



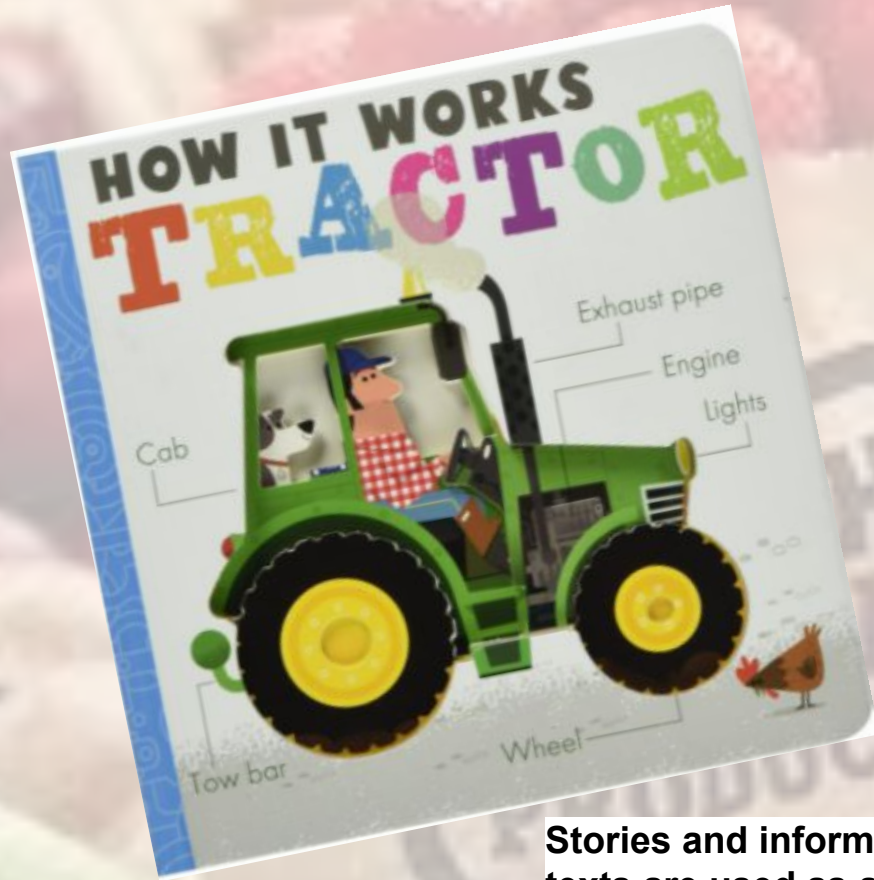
## Supporting Text Rosie's Walk

Author: Pat Hutchins

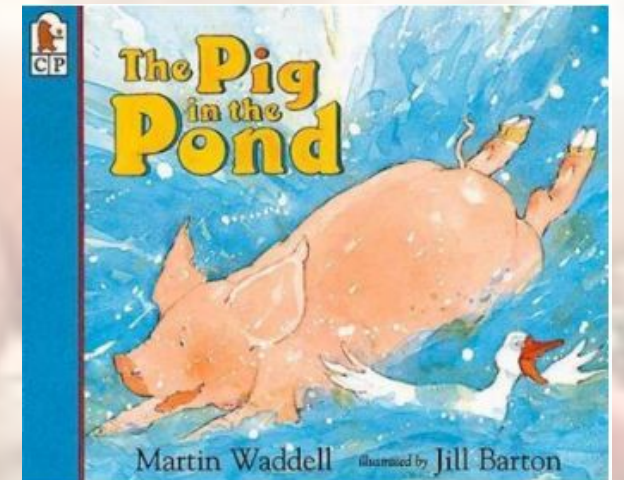
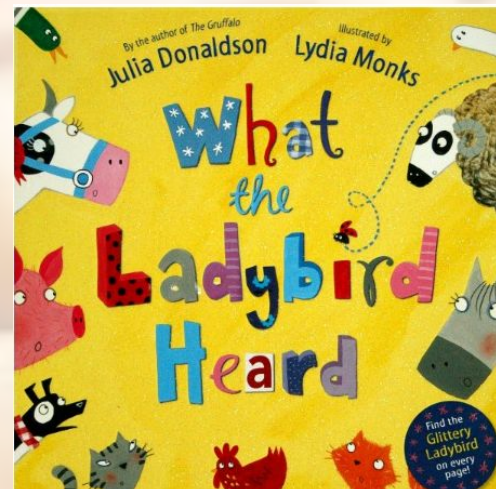
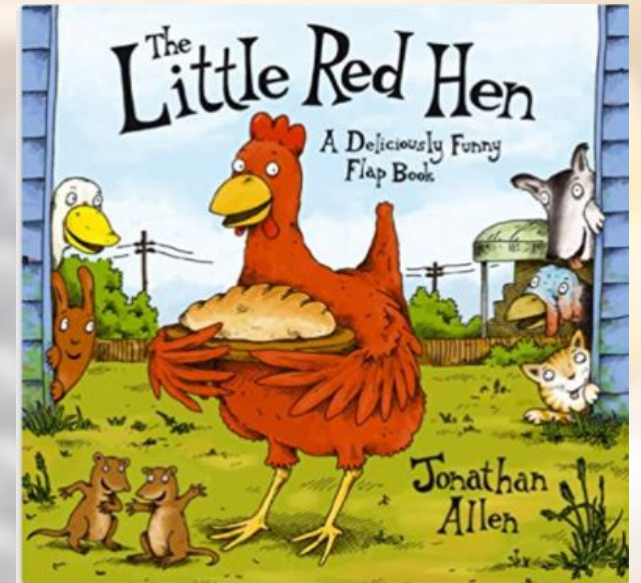
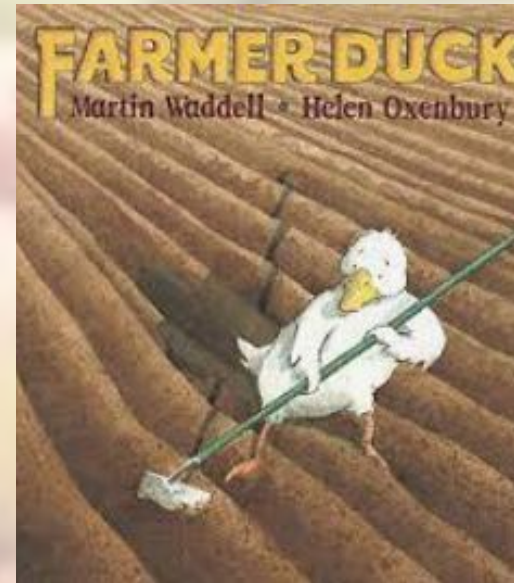
Rosie's Walk is the story of a hen named Rosie who decides to go for a walk across the farm yard. Without her knowledge a fox slowly and carefully follows Rosie, as if preparing to pounce on her. Rosie begins her walk by stepping on a rock, which pops up and hits the fox.



# Other supportive texts



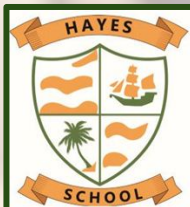
Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.





## English Key Vocabulary

<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>tractor</b>	<b>combine harvester</b>	<b>cultivator</b>
<b>farmer</b>	<b>harvest</b>	<b>plough</b>
<b>corn</b>	<b>incubator</b>	<b>soy</b>
<b>barn</b>	<b>grain</b>	<b>mill</b>
<b>crops</b>	<b>graze</b>	<b>silo</b>
<b>fruit</b>	<b>orchard</b>	<b>livestock</b>
<b>vegetables</b>		



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## Early Reading

**This half term, we will continue to work in phonic groups according to the children's phonic knowledge.**

- we will recap all the first 26 speed sounds as well as introduce additional digraphs.
- we will be blending cvc words as well as looking at rhyming and alliteration.

**You can help to support your child by:**

- read to your child everyday
- sharing Fred games to develop listening skills
- listen to your child read their ditty/book everyday
- showing your child how to touch each letter as they say the sound or blend the word.
- help your child to identify the sound that is tricky to read in red words, such as 'the' and 'said'.







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### Specific Area: Maths

This children will continue to experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play.

Focus will be given to the following areas:

- 1 more
- 1 less
- composition of numbers
- flat 2D shapes
- shapes in the environment
- describing position

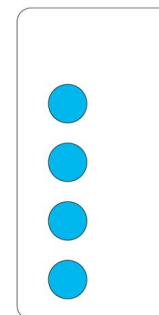
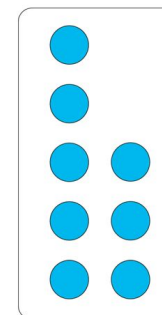
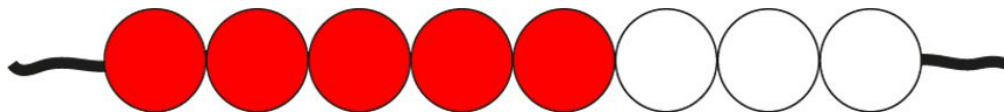
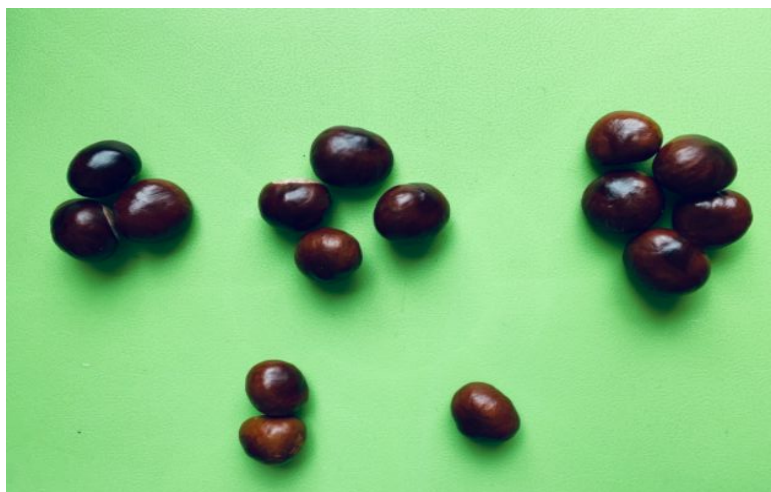
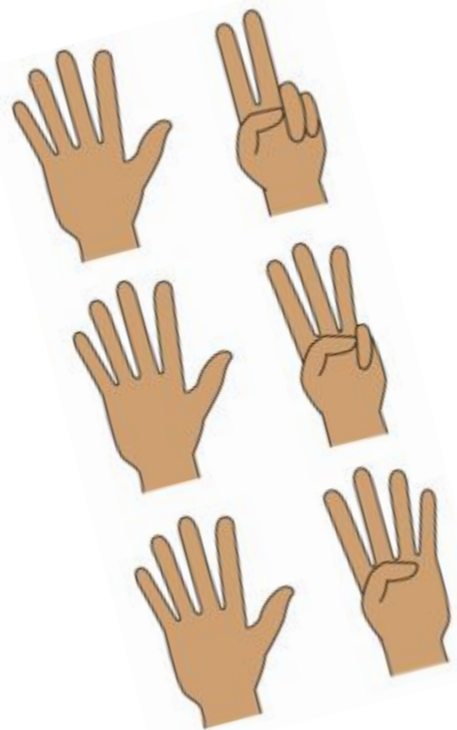




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## Maths-Models and Images



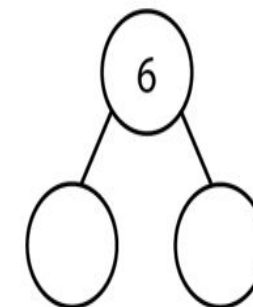
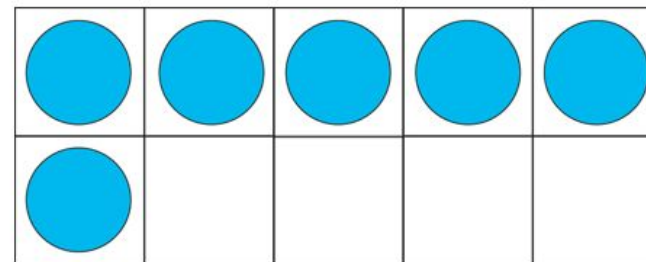
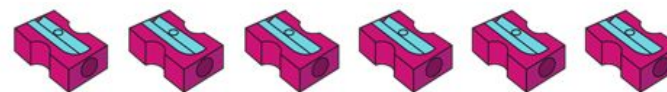
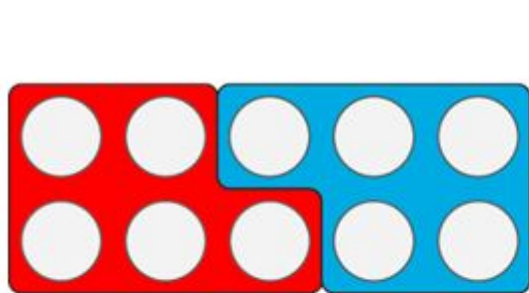




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## Maths Models and Images







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**Specific area: Understanding of the World**

Within this area of learning, the children will have opportunities to:

- explore the natural environment, taking time to discuss how we protect and respect our environment.
- explore growing food and the effect that the seasons may have on growing food
- explore fruits and vegetables
- h
- small world play with animals e.g a zoo / farm
- explore cultures and festivals such as Divali and Christmas







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**Specific area: Expressive Arts and Design**

Through this area of learning, the children will have opportunities to:

- create still life drawings of local produce - focusing on texture and colour
- explore different ways of joining and fixing
- use different textures and materials to create different structures
- listen to music and respond with different types of movement
- use the make and create station to create a range of art pieces including, fireworks, divas, farm animals and Christmas decorations
- use story maps, props, puppets and story bags to retell, invent and adapt stories.
- enjoy role play parties and celebrations
- make food pictures inspired by Guiseppe Arcimboldo

