

Communication and Language

Listening and attention

Maintains attention, concentrates and sits quietly during appropriate activity

- Introduce routine and structure to the day.
- Set expectations; discuss class rules to keep children safe and to look after the environment.

Understanding

Responds to instructions involving a two part sequence.

- Use appropriate age related language when providing instructions.
- Use visual aids as support where possible.

Speaking

Links statements and sticks to a main theme or intention.

- Model age appropriate vocabulary.
- Familiar stories and story props.
- Appropriate questions to support linking statements.

Uses language to imagine and recreate roles and experiences in play situations.

- Adults to use appropriate language in play and scaffold the children's learning by modelling narratives and developing storylines.
- Develop through 'Talk for writing'.
- Develop through PSED and CL circle time activities.

Literacy

Reading

Hears and says the initial sounds in words.

- Reinforce some Phase 1 blending and segmenting activities.
- Begin teaching set 2 RWI sounds.

Enjoys an increasing range of books.

- Adults to model playing in the reading area.
- Introduce daily guided reading sessions, small focus group to read with an adult daily.
- Promote home reading- sending a book of their choice and an age appropriate book.
- Read a range of books at the end of the day- fiction and non-fiction.
- Focus on the text- initially setting in texts followed by Katie Morag.
- Look at non-fiction books- boats.

Writing

Gives meaning to marks they make as they draw, write and paint.

- Provide prompts in the writing area to support the story of Katie Morag.
- Discuss the children's drawings and share with others.
- Promote writing in all areas of the environment.

Hears and says initial sounds in words.

- Reinforce some Phase 1 blending and segmenting activities.
- Begin teaching set 2 RWI sounds.
- Introduce some tricky words in context.

Writes own name.

- Chn to know how to access name labels and use independently.
- Children to find own name as part of registration.

Physical Development

Moving and handling

Experiments with different ways of moving.

- Introduce the children to the hall and gym.
- Explore different ways of moving using all parts of their body.
- Teach the children how to respond to sound and move to different speeds.

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.

- Teach the children how to respond to sound and move to different speeds.
- PD sessions introducing team games- duck, duck goose, What's the time Mr wolf and stuck in the mud.
- PE sessions- jelly beans, drum game, remote control and Mr Men game.

Shows a preference for a dominant hand/ Begins to use anticlockwise movements and trace vertical lines.

- Large gross motor movements in outside area during PD daily sessions.
- Use of paintbrushes in outside area, making large movements.
- Penpal exercises and activities

Health and self-care

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Reception- Autumn 1

Are we there yet?

Exploring the world/Journeys and vehicles

(Suggested Delivery – which can take place both indoors and outdoors)

Key religious events:

Harvest festival
Halloween

Inspire event:

Reading/phonics

Personal, Social and Emotional Development

Making Relationships

Initiates conversation, attends to and takes account of what others say.

- Circle time/parachute activities.
- Adults to model how to play in each area. Get to know the children. Encourage the children to communicate with their new friends.

Self-confidence and self-awareness

Confident to speak to others about own needs and wants.

Adults to model play and communicate appropriately.

Children to get to know all areas of the class room and how and where to access the toilet and fruit.

Managing feelings and behaviour

Understands their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

- Talk about how we make each other feel through circle time.
- Key stories- exploring emotions i.e. Owl babies story- what emotions are the owls going through- have you ever felt like that.
- Pictures of the environment- what happened/How we feel about it.

Aware of boundaries set, and of behavioural expectations in the setting.

- Become familiar with the new routine in Reception and boundaries set.
- Create class rules as a team.
- Set up and maintain class rewards and sanctions.
- Develop and sustain high expectations within class routines.

Mathematics

Number

Recognise some numerals of personal significance.

- Discuss where the children live, their age, their door number.
- Look at birthday cards.
- Share books focusing on birthdays.

Recognises numbers 1-5/ selects the correct numeral to represent 1 to 5.

- Daily mental maths- nursery rhymes 1-5, introduce Numicon, counting forwards and backwards to 10.
- Focus adult led daily maths sessions focusing on matching number to quantity.
- Use of number blocks videos. Introduce a number a day/week- how it is represented.

Counts up to three or four objects by saying one number name for each item.

- Incorporating number in play activities where appropriate
- Guided session focusing on one to one correspondence when counting.

Counts actions or objects which cannot be moved.

- Physical activities- clapping, jumping, hopping etc to numbers

Counts out up to 6 objects from a larger group.

- Counting objects from a larger set when matching numeral to quantity.
- Counting cubes to add to the cube jar.

Shape space and measures

Begin to use mathematical names for 2D shapes/ selects a particular named shape.

- Look for shapes in the environment and talk about their features.
- Making models and pictures using shapes.
- Shape hunt.

Use everyday language to talk about time.

- Use of visual timetable.
- Adults to model time vocabulary i.e. first, next, after
- Daily routines at school and home.

Understanding the world

Science

Investigating environment

They make observations of animals and plants and explain why some things occur, and talk about changes.

Introduce seasons, investigate our areas and look for signs of Autumn.

Observe mini beasts that children find in the outside area.

People and communities

Changes within living memory

Children talk about past and present events in their own lives and in the lives of family members.

They know that other children don't always enjoy the same things, and are sensitive to this.

- Encourage role play in the home corner. Cooking food and what we eat.
- To share likes and dislikes during circle time and how these maybe different to one another.

The world

Study of the immediate environment

Children know about similarities and differences in relation to places, objects and living things. They talk about the features of their own immediate environment

- To share objects or creatures that children have discovered in the outside area.
- To talk about how some things look the same and different.
- To share how similar and different our school is to where they live.

Technology

Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

- Introduce the chn to iPads, how to use them safely and appropriately.
- Explore Apps and begin to use as part of reading sessions.

Expressive Arts and Design

Exploring and using media and materials

Begin to build a repertoire of songs and dances.

- Sing a range of songs in the session before lunch daily.
- Adults to model how to use the music area, how to play the instruments and sing songs alongside them.

Explores the different sounds of instruments.

- Naming different instruments explore with banging, tapping, rubbing and blowing.
- Music sessions in module.
- Supporting play in the outside music area.

Colouring mixing

Explores what happens when they mix colours.

- Set up independent access to powder paint.
- Guided sessions to teach how to use the paint and how to mix the colours to get a new colour.
- Colour chart on display to scaffold learning.

Junk modelling

Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.

- Role play using building blocks and cars, pretending to travel on train/car/bus
- Adults to set up a different construction in outside area. Provide a narrative engaging the children in play.
- Supporting the choice of junk modelling materials to create a vehicle- best shapes and materials.

Selects appropriate resources and adapts work where necessary/Creates simple representations of events, people and objects/ Selects tools and techniques needed to shape, assemble and join materials they are using.

- Establishing the best way to join materials. If something breaks – better way to attach. Explore different ways through adult led sessions.
- Testing boat or plane in environment- modify to make it better.