





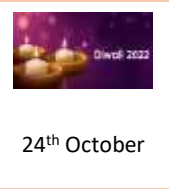
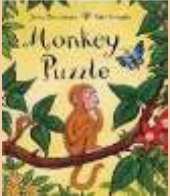

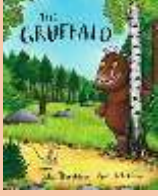







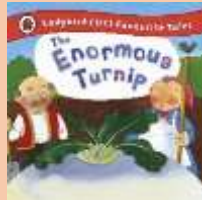



Autumn 1

| | | School Values | Family | Feelings | Roald Dahl day | Dot Day | Mental Health Day | Diwali | | |
|-------------------------------------|---|--|---|---|---|---|---|---|---|---|
| Themes/Interests / Lines of Enquiry | |  |  |  |  13 th September |  15 th September |  10 th October |  24 th October | | |
| Suggested Texts | Baseline and Books following a possible theme |  |  |  |  |  |  |  |  |  |
| | Autumn 1 Literacy texts | Autumn 1: Wk 1& 2: The Gingerbread Man Wk 3: The 3 Billy Goats Gruff Wk 4: The Little Red Hen Wk 5: Jack and the Beanstalk Wk 6: Little Red Riding Hood The 3 Little Pigs/Goldilocks and the 3 bears | | | | |  |  | + Daily songs, nursery rhymes & poems from 'The Poetry Basket'. | |

| Area of learning | Knowledge and Skills (Know how, know that, know the) | Planned Teaching & Learning | Revisit/ongoing throughout the year |
|---|---|---|--|
| <p>Communication and Language</p>  | <p>Listening: Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important.</p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> <p>Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when asked e.g. ‘tambourine = freeze & show me 5’ (classroom rule)</p> <p>Understanding: Know how to follow 1 step instructions e.g., put bookbag in drawer.</p> <p>Speaking: Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., ‘Good Morning!’</p> | <p>Planned teaching & learning: Teach, model and practice active listening skills – in teaching sessions and within provision Establish clear expectations of what “Being ready to learn” looks like (facing the right way, sitting still, hands to ourselves, looking at the person talking) – practice and highlight, role model Books in the book corner should reflect children’s interests, fiction books from the reading spine, different versions of traditional tales, non-fiction and fiction books linked to Understanding of the World, a selection of reading books matching children’s phonics level. Daily story time (Traditional tales) - copies of books to be available in the book corner for children to look at independently and for adults to share. Focus on orally retelling a short story, talking about characters and settings (Key texts - The Little Red Hen, The Gingerbread Man, The Enormous Turnip, The Three Billy Goats Gruff). Non-fiction books linked to texts - e.g. farm animals, vegetables Teach new vocabulary linked to starting school, stories and non-fiction – model using the vocabulary throughout the day. Daily poetry time – learn 1 rhyme per week provide time for children to perform Access to the nursery rhymes and props in the classroom. Model and encourage children to use daily social phrases – e.g. “Good morning, how are you?”, answering the register, please, thank you</p> | <p>Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play.</p> |

Personal, Social and Emotional Development



Express feelings:

Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'.

Begin to understand how others might be feeling.

Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.

Manage behaviour:

Can inhibit own actions, welcome distractions when upset.

Know the behavioural expectations of the Reception Class and school.

Know that following rules is important.

Self-awareness:

Know what they like and do not like.

Know that there are rules in the classroom to follow and expectations for behaviour.

Independence:

Know how to organise themselves in the morning e.g. book bag in box, coat on peg, water bottle in tray,

Know how to manage their own personal hygiene e.g. toileting. Can follow 1 step instructions.

Collaboration:

Know that if work together to keep the class rules and earn positive rewards.

Social skills:

Know how to engage in positive interactions with adults and peers.

Play with one or more children, extending and elaborating play ideas.

JIGSAW lessons – Being Me in My World:

Covering Self-Identity, Understanding Feelings, being in a classroom, being gentle, rights and responsibilities.

Introduce class expectations and - what does a good learner look like? Highlight and celebrate "in the moment" examples

Talk about school values for the half term – Respect & independence

Circle Time sessions – talking about ourselves – likes/dislikes, our families

Learning reflection time – opportunities to share learning with a small group/whole class

Role Play group activities to develop friendships/turn taking and confidence – home corner, puppets, small world

Friendships

Feelings and Behaviour - focus on settling into a new school, friendships, taking turns and sharing, being kind towards each other. What does a good friend look like?

Establish a clear routine to support children to manage their own needs - how to use the bathroom (e.g. flush the toilet, use to soap to wash and dry hands), managing their belongings (e.g. put their coat on a peg, book in the box, lunchbox on the trolley), getting ready for home time

Putting on a coat and zipping/buttoning it up


Putting on/taking off a jumper

Model table manners at lunchtimes (e.g. eating with our mouths closed, waiting turns to talk in a conversation) and how to use a knife and fork if having a school dinner

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.

Introduction of zones of regulation – 2 zones.



| | | | |
|---|---|--|--|
| | <p>Books used –</p>  | | |
| <p>Physical Development</p>  | <p>Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>PE FOCUS</p> <p>Personal Cognitive Focus – know how to follow instructions, practise safe, independent work</p> <p>Coordination skill: Footwork</p> <p>Static Balance skill: One leg</p> | <p>Continue to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and games (sports).</p> <p>Daily “Funky Fingers” activities – e.g. using tweezers to pick up and move small objects, threading buttons and beads, sewing cards, small peg boards, elastic band boards</p> <p>Name writing activities - tracing over name, copying name card</p> <p>Support to develop pincer grip - assess individual children’s starting points</p> <p>Practise forming Phase 2 letters as they are taught providing models that show starting points and direction on each letter</p> <p>Scissor control activities – correct positioning in hand and cutting straight and curved lines</p> <p>Copying and creating large and small scale patterns – chalk, felt tips, paint, pencils, sand, shaving foam</p> <p>Practice using a knife and fork – adult support to hold correctly (cutting Play dough and eating school dinner)</p> <p>Focus on gross motor skill development in the outdoor area (use of climbing frames, bridge, group games) and during indoor PE sessions – spatial awareness.</p> <p>Introduce and use a whole class visual timetable which is referred to throughout the day.</p> <p>Practice lining up and waiting quietly in the classroom and on the playground</p> | |
| <p>Literacy</p>  | <p>COMPREHENSION</p> <p>Listen and enjoy sharing a range of books.</p> <p>Know how to hold a book correctly, handle with care.</p> <p>Know that a book has a beginning, an end.</p> <p>Know how to hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Know how to recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Know that illustrations help to understand what is happening in a story.</p> <p>Know familiar rhymes, stories or poems and complete a repeated refrain.</p> | <p>Enjoy joining in with rhyme, songs, and poems.</p> <p>Small world – linked to stories.</p> <p>Join in with repeated refrains (e.g. Run, run as fast as you can...)</p> <p>Introduce Poetry Basket</p> <p>Use Nursery rhyme puppets</p> | |

| | | |
|---------------------------|---|---|
| | <p>WORD READING Hear general sound discrimination and be able to orally blend and segment.</p> | <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p> |
| | <p>WRITING Emergent writing: Know that writing communicates meaning. Know that marks can have meaning. Know how to write their name by copying it from a name card or try to write it from memory. Composition: Know that ideas for stories can be written down. Use talk to link ideas, clarify thinking and feelings. Spelling: Know how to orally segment sounds in simple words. Know how to write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Know how to draw lines and circles.</p> | <p>Develop listening and speaking skills in a range of contexts.</p> <p>Learning Journal – I am ... Writing name to go with painting (self-portrait)/models 'I can' (...run, skip etc) books/speech bubbles Scribe gingerbread man recipe Shopping lists Post boxes –how to use them If I had a magic bean... Design/label own bean plant What does LRRH have in her basket? Story maps Daily sign in sheet ?</p> |
| <p>Phonics</p> | <p>Phase 1/2 Know how to identify general sound discrimination, identify rhythm, rhyme, alliteration and know how to orally blend and segment simple words.</p> | <p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting throughout the year. Follow Little Wandle scheme. Teach first 19 phonemes/graphemes</p> |
| <p>Mathematics</p> | <p>Baseline – 3 weeks Opportunity to settle in, introduce the areas of provision inside and outside and get to know the children’s mathematical knowledge through play, introduce key times of day, class routines, where do things belong? Positional language.</p> <p>Carry out statutory baseline maths assessment.</p> | |



WRM – Just like me (Phase 1)

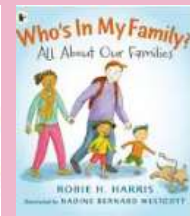


| Coverage | Ongoing Guidance |
|--|---|
| <p>Count objects Counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers</p> | <p>Encourage children to put objects into a line so they have a clear start and end point, actions, and sounds.</p> |
| <p>Subitise – perceptual subitizing</p> | <p>Start by subitising and counting objects that are identical before moving on to slight differences e.g., size/colour, 5 frames can be used to support children to subitise and compare numbers within 5.</p> |
| <p>Matching and Sorting into groups - same/different, colour, size, shape.</p> | <p>Show collections of objects can be sorted into sets based on attributes such as colour, size, or shape. Understand the same collection can be sorted in different ways, discover own criteria.</p> <p>Lining up time sorting – if you like carrots line up, if you have a sister line up</p> |
| <p>Comparing amounts – equal, more than, fewer than.</p> | <p>Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater</p> |
| <p>Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest.</p> | <p>Specific language introduced such as tall, short, and long. Encourage using specific vocab to describe what they notice</p> |

Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.

Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help to identify the part which repeats and supports to continue. AB patterns in a range of contexts e.g., shapes, size, actions, sounds. Build patterns vertically and horizontally.

Understanding
the World



Chronology

Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them.

Enquiry:

Know that you can find out information from different sources e.g. internet, books.

Respect:

Know and talk about the special things in their own lives. Know how to respect and take care of school resources.

Know how to show respect and care for the natural environment and all living things.

Cultures & Communities:

Know that families in other countries across the world engage in similar activities to their own family. Know some differences.

Mapping:

Know that features of their immediate environment can be represented with objects and on paper e.g. classroom maps, seating maps, nature area map.

Know common signs and logos.

Communication:

Know that the environment where they live can change through the seasons.

Describe what they see, hear, and feel outside.

Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions.

RE – F1 Which stories are special and why?

Coverage – Talk about special times, celebrations/ birthdays they remember in their life.

Understand that some places are special to members of their community.

Talk about some religious stories, recognise some religious words, e.g. about God, identify some of their own feelings in the stories they hear, identify a sacred text e.g. Bible, Qur'an, talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.

Talk about themselves and their immediate family members (how families can be different to each other). Share photos of family?

Learn about the season of Autumn

- nature walk within school grounds – collecting and taking photos of natural objects/seasonal changes

Talk about the weather daily and how it changes

Explore the outdoor area - describing what they can see and do - talk about different areas

Talk about the weather daily and how it changes

Harvest time – naming vegetables, how they grow

(linked to The Enormous Turnip), vegetable tasting

Make bread in a small group (linked to The Little Red Hen) – following a recipe, talking about changes to ingredients when they are mixed together, or making gingerbread men (linked to the story)

Build bridges from construction (The 3 Billy Goats Gruff)

Rosie the Hen's route (Rosie's Walk)

LRRH's route through to grandma's house – make a map

Observation:

Explore the natural world around them making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Expressive Arts and Design



Mark Making/Drawing:

Know how to grip a pencil comfortably and make marks, create lines and circles.

Know that marks can have meaning. Create a self-portrait.

Colour:

Know the names of light colours and dark colours.

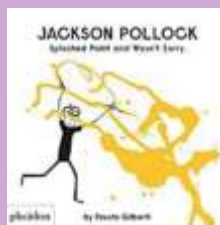
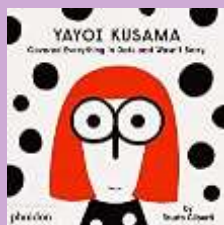
Know how colours can be changed using light and dark colours.

Painting:

Artist study – Know that Jackson Pollock created splatter painting.

Artist study: Know that Kusama created pictures using lots of circles and dots.

Know how to collaborate with others to create artwork.



Printing:

Know how to print using hands, feet, and fingers.

Materials:

Know that materials can feel different. Know some words to describe materials.

3D Work:

Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year)

Artist study: Know that Archimboldo made imaginative portrait heads using objects such as fruits, vegetables, flowers, fish and books.



Cutting Skills:

Know how to safely pass scissors to another person.

Know how to use scissors to make snips in paper.

Ongoing

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.

Uses available resources to create props or creates imaginary ones to support play.

Develop storylines through small-world or role-play

Daily access to self-selecting “Creative trolley” to use a range of materials and media to create pictures and models

Draw or paint a self-portrait (selecting own media and materials)

Observational drawing of vegetables - using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots)

Use vegetables to create portraits in the style of Giuseppe Archimboldo?

Make simple puppets and use to retell and invent stories

Daily nursery rhymes/ Poetry Basket

Learn songs for the Harvest Festival?

Use collected leaves, conkers, pine cones to create artwork

Storytelling through small world and construction play

Daily role play opportunities indoors and outdoors - linked to key texts and

children’s innovated stories, role play areas in the classroom, mud kitchen outdoors

Possible role play areas:

- 1.- The Gingerbread Man house (Bakery?)
2. The trolls cave (dark tent with torches?)
3. Little Red Hen’s cafe
4. The giant’s castle
- 5: Grandma’s house (Little Red Riding Hood)

Small World:

Linked to the stories

Dinosaurs (trolls) Castles

Songs and Rhyme Knowledge

Poetry Basket:

Know the following rhymes –

Chop, Chop

Falling Apples

Leaves are Falling

Cup of Tea

A Basket of Apples

Songs:

Pat-a-cake

1, 2, 3, 4, 5, Once I Caught a Fish Alive

Five Little Ducks

Name Song - <https://www.youtube.com/watch?v=zMdg9jSaNLg>

Old Macdonald

Incy Wincy Spider

Row, Row, Row Your Boat

The Wheels on the bus

If you're happy and you know it

This Old Man

One Little Finger - <https://www.youtube.com/watch?v=eBVqcTEC3zQ>

Head, Shoulders, Knees & Toes



Our Curricular Goals 2022-2023

Our curricular goals highlight all the things that we want children to know, experience and be able to do as a result of their time in Reception. Much of the time the children will guide their own learning but we are mindful of the outcomes we want our children to reach, and guide our children towards them.

COMMUNICATION & LANGUAGE



ASK a relevant question, make a relevant comment
CONVERSE in a back and forth exchange with friends and teachers
EXPRESS ideas and feelings with confidence

PERSONAL, SOCIAL & EMOTIONAL



Show **EMPATHY** to others
Show **DETERMINATION** to complete a goal
Show **RESILIENCE** in the face of challenges
Show **CURIOSITY** about the world around them

PHYSICAL DEVELOPMENT



USE cutlery with confidence
HOLD a pencil effectively
RIDE a two wheeled bike

LITERACY



RETELL a story through play
READ simple sentences and books containing phase 2 and phase 3 sounds
WRITE simple phrases and sentences that can be read by others

MATHEMATICS



UNDERSTAND in depth numbers to 10, including number bonds
RECOGNISE the pattern of the counting system
COMPARE quantities in different contexts

UNDERSTANDING THE WORLD



KNOW their own family tree
CARE for a animal
APPRECIATE different religious and cultural communities in their own hometown, and around the world
UNDERSTAND how to read a simple map

EXPRESSIVE ARTS & DESIGN



CREATE a painting through musical inspiration.
PERFORM a story, song, poem or rhyme to an audience