

We will develop Personally, Socially and Emotionally (PSE):

See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.

In ways such as

- Looking at similarities and difference between us and our friends (Self portraits)
- Introducing school routine and boundaries within the school environment.
- Supporting children with school routines, visual timetable.

Rewarding positive behaviour, introducing monkey reward system, certificates and star of the week.

Achievements shared with parents via Tapestry sharing children's achievements from home in class.

Using children as role models- spotting children being a good friend, helping out in the classroom.

Use stories with positive messages, helping others.

Supporting children with their conflicts and the best way to solve them.

Weekly one decision dilemma cards to be discussed with children as an adult led activity.

We will develop our communication and Language (CL):

Understand how to listen carefully and why listening is important.
Engages in story time.

*Learn new vocabulary. *Use new vocabulary throughout the day. *Uses new vocabulary in different contexts. *Listen carefully to rhymes and songs, pay attention to how they sound. *Learns rhymes, poems and songs.

In ways such as

*Introducing carpet routines, listening for register and inputs.
Weekly reading grids to discuss our current story.
News Time in class listening to our friends
Introducing review of the day, talking about our learning.
Introducing phonic routines, my turn, your turn.

Small group story time daily as part of continuous provision.
Stories to encourage extension of vocabulary.
Weekly discussions on curiosity table and its contents. Natural materials in our environment to spark interest. Role playing and retelling of stories with adults to extend language and ideas. Planned weekly vocabulary discussed with children.
Daily review of the day to encourage children to speak about their learning. Listening and attention games planned as part of continuous provision.

All about me.

Reception Autumn 1

Guided Play/enrichment

Exploring the school- trips around school, Forest school.

Cooking activities- biscuits for friends

Clay modelling of our faces.

Introducing staff around the school- talk from headteacher, kitchen staff, caretaker, office staff etc.

Junk modelling children home or others houses.

<p>We will develop as Mathematicians (MD): Count objects, actions and sounds. Subitise. Continue and copy repeated patterns</p> <p>In ways such as Counting our friends at point throughout the day, lining up, snack time, lunch times. Counting our claps, jumps etc as we play. Counting objects- one to one correspondence as part of continuous provision. Introducing patterns in continuous provision, children coping patterns of objects and making their own. Daily adult maths sessions. Weekly maths activities linked to these objectives. Modelling counting in a wide range of contexts. Putting counting into daily routines.</p> <p>Comparing natural objects by height, weight, length. Number rhymes with the children. Wide range of objects in the environment to encourage counting, subsisting and other maths skills.</p>	<p>Text Exposure. Paper dolls- Julia Donaldson.</p> <p>The otter who loves to hold hands- Daniel Howarth.</p> <p>Monkey puzzle- Julia Donaldson.</p> <p>What makes me a me- Ben Foulks.</p> <p>My home- non fiction- Oxfam.</p>	<p>We will develop our Literacy skills (LD): Read individual letters by saying the sounds for them.</p> <p>Introducing phonic sounds and phonic pictures in whole class input. Pinny time with all children to encourage sound recognition. Assessment of children before half term to distinguish phonic groups. Letter formation, daily groups to encourage correct formation. Name writing, daily, with correct formation taught for children who need this.</p> <p>Phonic resources in the provision to encourage children modelling to each other. Daily phonic sessions tailored to their ability. Pinny time and one to one tutoring to support children with their early reading</p>
<p>We will develop our Understanding of the World (UOW):</p> <p>Talk about members of their immediate family and community. Name and describe people that are familiar to them.</p> <p>Ongoing statements: *Describe what they see, hear and feel whilst outside.</p> <p>In such ways as</p> <ul style="list-style-type: none"> News time- children talking about their experience outside of school. Introducing staff around the school and talking about how they help us. 	<p>We will develop our use of Expressive Arts and Design (EAD):</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>In such ways as</p> <ul style="list-style-type: none"> Dressing up and role play area set up as daily provision. 	<p>We will develop our Physical skills (PD):</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Develop their small 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 spoons. *Develop overall body-strength, balance, co-ordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming.</p>

<ul style="list-style-type: none"> • Introducing Tapestry as a tool to link home and school, children posting experience from home that we share in class. • Activities in continuous provision to prompt discussion of family, drawing family members or their homes etc. • Discussion of differences in where people live and their homes. • Talking about how peoples homes are different from around the world. <p>Exploring and observing changes in weather and seasons. Looking for and discussing these changes.</p> <p>Collecting and sorting natural materials, investigating and questioning children about these materials.</p>	<ul style="list-style-type: none"> • Introducing children to home role play and how they can use with their friends. • Role play activities to encourage children making their own storylines as part of continuous provision, supported by an adult. • Malleable materials such as playdough available to all children daily. • Clay models/ faces. • Cooking opportunities- cook biscuit for friends, make faces on biscuits. <p>Daily sing song time, including nursery rhymes and counting songs.</p> <p>Weekly Charanga sessions exploring music with the children. Musical instruments/ music wall in our environment for children to explore sounds.</p> <p>RE: Discussing families and events in our own lives. Sharing home and school experiences on Tapestry, Talking about similarities and differences between ourselves and our families.</p>	<p>In such ways as</p> <ul style="list-style-type: none"> • Introducing correct posture for writing, phonic activities at table for writing in books. • Assessing pencil grip and supporting children who need to develop this, using pencil grips, daily practice. • Timetabled opportunities for movement breaks, yoga and stretches to develop gross motor skills. <p>PE sessions twice weekly to demonstrate and practice the above gross motor skills. Visits to willow area to encourage climbing and balancing.</p> <p>Daily access to PE equipment, balls ,hoops, skittles, bikes to practice gross motor skills.</p> <p>Daily access to loose parts play, threading, fine motor activities.</p> <p>Daily letter formation practice in phonics and daily name writing practice.</p> <p>Key Vocabulary: Family , homes, phonics, maths, staff names, friends names, clay, modelling. Hopping, skipping, climbing, walking, running, jumping, crawling, rolling. Pitch, tune, sing, song, Roll, squish, animals names, tool names, writing, drawing, shape names, envelopes, invitations, Shapes, patterns, repeating, number names, Build,</p>
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	<p>Curiosity Table: Baby photos Pictures of homes around the world Pictures of our families. Staff families,</p>	<p>stack, connect, story, people, once upon a time, the end. Celebration, decorations.</p> <ul style="list-style-type: none"> We will continue to add key vocabulary as we follow children's interest throughout the term.
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