
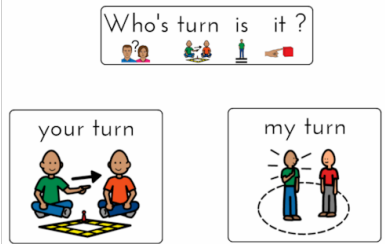



Reception Autumn Term 2025

Welcome back to this new term and our new adventures. Mrs Dubell is the class Teacher on Mondays, Tuesdays and Wednesdays. Miss Hickman is the Class Teacher on Thursdays and Fridays. On Wednesday afternoons, we have Mr Harper teaching us Premier Sport activities. Miss Sleight is the EYFS TA in the mornings and Miss Weston is the EYFS TA in the afternoons. Mrs O'Loughlin is there to say hello in the mornings at the gate. Mrs Baldwin and Mrs Cappitt are our volunteers.

Subject	Subject Term 1 Topic overview- Marvellous Me! (Season-Autumn)	Term 2 Topic overview – Let's Celebrate! (Autumn/Winter)
<p>Core Stories</p> 	<p>Starting School, Pete the Cat and his School Shoes, Marvellous Me, What Makes Me a Me? The Family Book, We are Family, On Every Street, My Home, Owl Babies</p>	<p>The Scarecrows Hat, The Leaf Thief, Leaf Man, Stick Man, The Nativity story, Dear Santa</p>
<p>Communication and Language</p> 	<ul style="list-style-type: none"> • Using our class visual timetable- recalling what has happened already- first, next, later- add in details e.g what was for snack? What song did we sing? • “My turn your turn” Modelling of good listening and turn taking behaviours • Snack routine- hand washing, please and thank you, selecting snack, tidying away • Circle/group time games and songs- name games, action rhymes, find the iPad (noise locator), Guess what's in the box shaker game. • Sharing family and home photographs • Introduction of RWI sounds and skills 	<p>Listening and Attention:</p> <ul style="list-style-type: none"> • Continue to encourage good listening behaviours. • Engage in story times in large and small groups and individually or with peers. • Sharing books and stories from different cultures, Nativity • Join in with actions and repeated refrains- Pete the Cat, Dear Father Christmas, <p>Understanding:</p> <ul style="list-style-type: none"> • Talking, answering questions and making predictions when sharing stories and talking about experiences. • Following instructions involving several actions. <p>Speaking:</p> <ul style="list-style-type: none"> • Extending vocabulary when talking about past events, celebrations and nocturnal animals.

	<ul style="list-style-type: none"> • Small world provision indoor and outdoor, home corner, book corner- puppets and pictures related to stories • Nursery Rhymes- learn to recite and act out- 2 little Dickie birds, Mousey Brown, • Hello songs, name games • Helicopter Stories- using gestures to give meaning in play, using talk to describe ideas 	<ul style="list-style-type: none"> • Playing games developing the hearing of initial sounds and oral blending skills. • Opportunities to use language in small world play and roleplay. • Opportunities for story retelling • Nursery Rhymes- learn to recite and act out- Twinkle Twinkle, Humpty Dumpty • Helicopter stories- using talk to describe ideas and events with detail, using actions to give meaning to phrases and express feelings in stories
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> • Jigsaw – Being Me In My World- Who am I and how do I fit? • Name games and songs, greetings • Talking about me- what I like, my “superpowers” what makes me unique • Learning to separate from parents/carers and build new attachments • Talking about my family- similarities and differences- sharing photographs • Talking about how they are feeling and why e.g., “I’m sad, I want Mummy” “I’m excited, I’m going on holiday tomorrow”. • Recognising when a peer is upset • Expectations using Continuous Provision- care of resources, where to find things, where to put things back, sharing and turn taking, problem solving and negotiating. • Knowing how to access toilets, snack, outdoors, provision. • Adults to narrate and observe and model feelings and behaviour during play • Stories – Marvellous Me, What makes me a me? A handful of buttons. The Family Book. Home. The Colour Monster- feelings 	<p>Making relationships:</p> <ul style="list-style-type: none"> • Supporting friendship building- focussing on working and playing cooperatively and taking turns with others, playing together, seeking out friends- adults to model, board games and ring games • Modelling of appropriate ways to resolve conflicts. <p>Self- confidence/awareness:</p> <ul style="list-style-type: none"> • Encouraging positivity about achievements through celebrations and discussions – acknowledging and celebrating perseverance, kindness, weekly certificates <p>Managing feelings/behaviours:</p> <ul style="list-style-type: none"> • Introducing reward systems for positive behaviour and good choices • Beginning to understand waiting for needs to be met, flexibility and compromising • Talk about when things are right and wrong • . Jigsaw PSED-Celebrating and respecting difference , Anti Bullying, being unique.
Physical Development	<ul style="list-style-type: none"> • School day routines- lining up, mealtimes, self-care and personal hygiene • Access to large construction, sand pit equipment, hoops, skipping ropes, stilts and space hoppers.- heavy work to 	<ul style="list-style-type: none"> • Gross motor activities: • Practising large circular clockwise and anti-clockwise and straight-line movements, large scale letter formation. • Access to large construction, sand pit equipment, hoops, skipping ropes, stilts and balls.



- strengthen shoulders- pushing barrows, pulling wagons, rolling logs and tyres
- Space finding, travelling games, stopping starting games, varying speed games- traffic lights, bean game
- Taking coats, cardigans, jumpers on and off.
- Using classroom equipment and outdoor area safely.
- Large scale letter formation and pattern work- zig zags, arches, curves, lines- paint, water and brushes, in sand, on whiteboard, on wallpaper and shower curtains
- Name writing opportunities in early mornings and play scenarios- labelling pictures, writing messages
- Using cutlery and carrying trays and plates at lunchtime
- Wrist and grip strengthening activities- using tools such as screwdrivers
- Finger rhymes and exercises.
- Squiggle Whilst you wiggle movements
- Dough Disco
- Scissor skill activities and opportunities- cutting different materials
- Encouraging correct pencil grip, pencil control activities, letter formation
- Access to tools, threading activities and construction, jigsaws.

PE-

- Walking- locomotion. Exploring and developing different ways of walking, different pathways, applying to games
- Learning Through Play unit- using equipment safely, taking turns, working with a partner

- Taking coats on and off.
- Using classroom equipment and outdoor area safely.
- Fine motor activities:**
- Wrist and grip strengthening activities- cutting, folding, opening and closing containers, twisting, tying ribbons, spraying paint
- Finger exercises- marks in tactile materials- cornflour,
- Scissor skill- cutting straight lines.
- Encouraging correct pencil grip, pencil control activities, letter formation.
- Access to tools, threading activities and construction, jigsaws.
- PE- Dance- Nursery Rhymes, following and creating movements and sequences
- PE- Games- Hands – using hands to push, roll and bounce a ball



Literacy


Reading and Writing



- Sharing stories together and in small groups
- Telling familiar stories using props and puppets
- Playing sound and picture correspondence games and listening games
- Using name cards to self-register, to register for snack, finding coat pegs
- Finding and decorating names- early morning activities- making a placemat for lunch
- Write own name copying it from a name card or writing from memory
- Listening games, guess the sound
- Explore books and different types of text, e.g. labels (My Family) – available in book corner and at story time, available to enhance

- Reading:**
- Linking sounds to letters
- Blending sounds together to read simple words independently. Playing sound and picture correspondence games and simple word games
- Talk about my favourite books
- Discuss features of storybooks, Stick man, Room on the Broom, predicting outcomes and identifying the main events.
- Retell these stories as the basis for imaginative play.
- Join in with reading of familiar stories e.g. Owl Babies and Stick man and read some of the text.
- Continue learning Read Write Inc set one sounds including ch sh ng nk Blending and segmenting simple CVC words eg cat
- Writing:**

	<p>provision areas e.g. non-fiction books about buildings in construction area, recipe books in home corner</p> <ul style="list-style-type: none"> • Introduction of some 'red' words • Begin learning Read Write Inc set one sounds • Writing a card, a label, a list, name, writing in play- home corner, outdoors, Message Centre, snack menu • RWI phonics- Set 1 sounds, learning to blend, • Letter formation of set 1 sounds 	<ul style="list-style-type: none"> • Continue name writing practice with correct letter formation • Learning to write letters and simple words in RWI. • Writing in play provision- message centre, home corner, outdoors • Using writing as part of their drawings e.g. messages and secret codes to characters or to transform pictures • Writing a Christmas list, Christmas card, designing and writing labels. • Retelling stories using words and pictures
<p>Mathematics</p> 	<ul style="list-style-type: none"> • Maths area counting and sorting challenges- find numbers of things, match numeral to quantity, number puzzles and games, • Tidying away- matching and sorting equipment and toys • Comparing towers, ribbons, strips of paper, • Weighing scales- heavy/light • Number rhymes and action songs- 3 cheeky monkeys 3 speckled frogs, 3 elephants came out to play • Number hunts • Filling different sized containers with soil, sand, water, leaves, conkers • Subitising within 3, noticing 3 and not 3 • Making collections of objects, different compositions and combinations • Comparing sets of objects saying which is more than or less than • Counting sequences • Knowing the last number we say is the amount we have when we count 	<ul style="list-style-type: none"> • Counting skills- knowing to give 1 action/object/sound a number tag • Making representations of 5 in different ways- investigate ways to compose and decompose 4 and 5 • Subitise amounts to 4 • Recognise when sets are equal amounts • Begin to use the language of parts and whole • Compare sets by matching Shapes- identify and compare circles, triangles, shapes with 4 sides, positions.
<p>Understanding The World</p> 	<ul style="list-style-type: none"> • All about Me -Talking about and comparing themselves, their families, homes and community life – including the school community. • Finding out about other children's experiences through discussion and looking at photographs and objects from home, compare and discussing similarities and differences. • Talking about their own experience of birthdays and how birthdays are celebrated in their family. • Introduce shared timeline for the year- seasons, months, changes, sequences • Looking back at nursery pictures and experiences • Observe and discuss the changes that happen in Autumn. (Bark rubbings, autumn walk, collecting artefacts, photographs, 	<ul style="list-style-type: none"> • Developing observation skills- Winter Walk, Look out for decorations-Halloween, Remembrance, Christmas • Talk about special events in my life- birthdays, parties, family gatherings, weddings • Stories about parties and celebrations • Talk about celebrations by others • Learning about events from the past and celebrations - Christmas, Diwali, Bonfire Night, Remembrance Day. • Comparing similarities and differences between cultures and religions around the world • Investigating and finding out about seasonal changes- weather, trees plants, animals hibernating • RE- Jigsaw-What is Christmas? Giving, saying thank you, The Christmas Story

	<p>observational drawing, seasonal art) – walks/expeditions in and around school- appropriate clothing for weather</p> <ul style="list-style-type: none"> • Introducing Interactive Whiteboard • RE- Jigsaw- What makes people special? My family, friends, role models, Jesus 	
<p>Expressive Art and Design</p> 	<ul style="list-style-type: none"> • Exploring and learning how to use creative workshop area- joining materials, exploring colour • Small world and construction area-figures, animals, buildings, vehicles • Drawing themselves, and their family, drawing houses. • Mixing colours using ready mix paints • Learning to use watercolours • Making patterns using natural objects- leaves, conkers, pine cones, pumpkins • Observation drawings of autumn leaves, pumpkins • Kapow Music- Exploring sounds- voices, body, instruments and environmental sounds 	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody- seasonal songs-Halloween, Bonfire night, Christmas • Use various tools for artwork and design e.g. playdough tools. Independently select their own art and design materials to create with. • Explain what their artwork is and signal key parts e.g. this is mummy, this is her hair etc • Take part in simple pretend play, using objects to represent something else (found materials, improvising objects) • Recreate familiar stories (with adult support) Nativity songs, roleplay and performance. • Kapow Music- Celebration music from around the world

Please remember:

- Children need to wear their PE kits to school on Wednesdays and Thursdays – they stay in these all day
- Please use Tapestry to share experiences from home. They provide brilliant talking points to share learning and experiences at home and at school.
- Use the Read Write Inc letter and sound sheets we send home and video links to practice saying, reading and writing the sounds we have learnt in school- little and often is best
- Enjoy sharing story books from school or home together- a love of reading, stories and songs is the best way to create confident and enthusiastic talkers and learners
- Please spend time continuing to practise the skills that will help your child become more independent at school (and at home) e.g. taking off and putting on their jumper/cardigan and coat, hanging up coats and bags, peeling/opening fruit, recognising when they need a drink, tidying toys and objects away, listening and responding to their name, looking at a person when they are talking or listening to them, using cutlery, recognising their name and belongings.

Later in the term, once our routines are a little more established and settled, we will be starting our “Show and Tell” sessions. These are (usually fortnightly) sessions after school, until 3.40, where your child can show you some of the provision the children have been using, activities we have been engaged in, stories we have been reading and some of their drawing, art work or writing in folders, books or on display.

Please do not hesitate to contact us if you have any questions or need any support.

Mrs Dubell and Miss Hickman.