



Reception Autumn Term 2023

Welcome back to this new term and our new adventures. On Friday afternoons we have PE with Premier Sports and PSHE with Mrs O'Loughlin (and often the Guinea Pigs: Waffle, Amber, Ginger and Rosie)

Subject	Subject Term 1 Topic overview- Marvellous Me! (Season-Autumn)	Term 2 Topic overview – Let's Celebrate!
Communication and Language	<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- rolling snack, self registering, • 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 • 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 	<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- Dear Father Christmas, The Gruffalo <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. • 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
Personal, Social and Emotional Development	<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 	<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"> • 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 	<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 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 • Chopping fruit using safety knives for snack • Wrist and grip strengthening activities- dough, using tools such as screwdrivers, hand drills • Finger exercises. • Scissor skill activities and opportunities- cutting different materials 	<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. • 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- Gymnastics- High/low/over/under • PE- Hands- ball skills

	<ul style="list-style-type: none"> • Encouraging correct pencil grip, pencil control activities, letter formation • Access to tools, threading activities and construction, jigsaws. <p>PE-</p> <ul style="list-style-type: none"> • Ourselves- dance and movement, moving in sequence • Feet—ball skills- kicking, dribbling, passing 	
<p>Literacy</p> <p>Reading and Writing</p>	<ul style="list-style-type: none"> • 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 snack- picture and name • 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 provision areas e.g. non-fiction books about buildings in construction area, recipe books in home corner • 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 	<ul style="list-style-type: none"> • 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: • Continue name writing practice • Learning to write letters and simple words in RWI. • Writing in play provision- message centre, home corner, outdoors • Writing a Christmas list, Christmas card, designing and writing labels.
<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- came out to play, 3 cheeky monkeys, 3 speckled frogs, 3 elephants • White Rose Maths units 	<ul style="list-style-type: none"> • White Rose Maths • Number- 1-5 finding, representing, recognising, subitising, find 1 more or 1 less • Shapes- identify and compare circles, triangles, shapes with 4 sides, positions.

	<ul style="list-style-type: none"> • Number hunts • Filling different sized containers with soil, sand, water, leaves, conkers • Fitting objects into the right sized containers- Dear Zoo, 	
Understanding The World	<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, observational drawing, seasonal art) – walks/expeditions in and around school- appropriate clothing for weather • Introducing Interactive Whiteboard 	<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
Expressive Art and Design	<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 on Mondays and Fridays
- Keep the amazing Tapestry posts up! They provide brilliant talking points to share learning and experiences at home and at school.
- Use the Read Write Inc letter and sound sheets 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 do not hesitate to contact us if you have any questions or you need any support.

Mrs Dubell, Miss Hickman, Miss Ayliff and Mrs Midwood.