



Communication and Language

Listen carefully to others. Promoting active listening and developing listening skills. Talk to adults and peers, develop use of full sentences. Developing use of social phrases. Adults to model, extend and develop use of vocabulary and language structures through play. Language hierarchies used to develop and extend vocabulary with the use of targeted questioning.

Maths – White Rose

Positional language
Matching, sorting and comparing
Making comparisons – size, height, capacity
Exploring pattern
Numbers 0,1, 2 and 3

Expressive Art and Design

Focused artist: Picasso – Male Spanish block painting artist. Create Picasso inspired artwork. Learn primary colours. Explore colour mixing. Develop painting and brushes techniques. Observational drawings/paintings of faces.

Butter their own toast. (Continuous provision)

Music, Kapow unit: Exploring Sound

Begin to explore using their voices to make a variety of sounds. To focus on using lips, mouth and tongue appropriately when making sounds. Explore body percussion and to copy a simple rhythm by being able to use their bodies to make sounds e.g. clapping and stomping. Introduce percussion instruments for children to explore the sounds of different instruments. Begin to experiment with the tempo and dynamic when playing percussion instruments. Use their voices in different ways to imitate different natural sounds. Begin to use subject specific vocabulary when describing environmental sounds e.g. pitch, tempo, dynamic, soft, loud or medium sound. Explore and perform seasonal songs and stories: Music from different celebrations explored are Diwali.

Personal, Social and Emotional Development

Self-regulation – Be able to share toys, have an understanding to wait and take turns, develop patience, learn not to shout out or become angry. Begin to understand feelings – To understand how they feel in certain situations, begin to learn how to make friends and how to make friends happy. Settling – Learn how to leave parents and carers. Begin to understand routines, begin to understand classroom and school rules. Independence – Be able to use the toilet and wash my hands independently. Make appropriate food choices at lunch time and use cutlery when eating. Friendships - To learn that people have similarities and differences. Have an awareness of language, cultural and religious similarities and differences.

Reception Autumn 1 **Me, My School and My Community**



This half term we will be settling into the new rules and routines of school. We will encourage children to make new friends and feel confident in their class. We will teach children about being helpful, kind and thoughtful at home and at school. Children will learn about the importance of friendship and how people in their family, school and local community are important and can help them.

Hooks + Experiences:

Family photo album in the home corner
People who help us in school

Parental engagement:

Independence stay and play
Reading stay and play

Songs, rhymes and poems:

Head, Shoulders, knees and toes
Hockey Cokey
Miss Polly had a dolly
Polly put the kettle
London Bridge is falling down (bridges)
When all the cows were sleeping (dingle dangle scarecrow)

Physical Development

Squiggle me into a Writer, Dough Disco, Dance Time, Outside provision, OPAL lunch time.
Use ABC, gross and fine motor activities - threading, dough disco, writing in sand and developing orientation.
Independent use of small tools and scissors in all areas.
Develop core strength, coordination, balance and agility.
Allowing opportunities to be still and quiet enabling development of self-regulation, wellbeing and mindfulness.
Outside, we will be working on core stability, building our trunk muscles helping us to sit still and correctly for writing.
Negotiating outdoor space safely, including climbing, riding bikes and running, developing gross motor skills, balance, coordination and agility.

Understanding the World

Celebration: World mental health day, Red card for racism, Diwali + Halloween

Where do we live?

What places do we have in Middlesbrough?

Google maps of Middlesbrough.

Staff roles in school.

People who help us at home and in the community.

Photos of them as babies and now. Photos of family members and family events.

Snap science:

Unit 4 – What am I made of? Children can name the main parts of their bodies, describe their functions and know what to do to look after themselves.

Unit 10 – What happens when you mix? Linked to mixing colours. Children can use comparative and descriptive language to talk about what they notice when they mix two or more materials together.

Unit 19 – What happens to the trees? (Autumn) Begin to describe and notice Seasonal change, understanding the effect of the changing seasons.

Literacy – Drawing Club + Little Wandle

Read and share a wide range of engaging stories, encouraging children to join in with repeated refrains.

Develop rhyme and alliteration through story and songs.

Learn Phase 2 sounds through Little Wandle Letters and Sounds Revised. Develop Phase 2 GPC knowledge.

Begin to write own name.

Write some letters recognisable letters.

Identify initial sounds in words.

Develop 3-point pencil grip and dominant hand for writing.

Develop positive parental relationships to ensure parents support their child's phonics and early reading



Reception Autumn 1 – Me, My School and My Community Topic:

Week 1 – Core Text: The colour monster

- **PSED** - Settling in and setting expectation.

Week 2 – Core Text: The Large Family

- **PSED (PSHE)**: Whole school - What makes you, you?
- **UTW**: Talk about members of their immediate family and community. Name and describe people who are familiar to them – make class photo album.
- **EAD**: Focussed artist – Picasso. Children will be introduced to the artist and will learn what media he used to create his pictures. They will use some of the forms he used to create their own image.
- **Music**: Children will begin to explore using their voices to make a variety of sounds. To focus on using lips, mouth and tongue appropriately when making sounds.

Week 3 – Core Text: The Large Family

- **PSED (PSHE)**: Whole school - Can we be friends?
- **UTW**: Understand that some places are special to them – their house etc.
- **EAD**: Focussed artist – Picasso. Children will be introduced to the artist and will learn what media he used to create his pictures. They will use some of the forms he used to create their own image.
- **Music**: Children will begin to explore using their voices to make a variety of sounds. To focus on using lips, mouth and tongue appropriately when making sounds.

Week 4 – Core Text: Three Little Pigs

- **PSED (PSHE)**: Whole school - What makes you special?
- **UTW**: Label body parts and learn about their different functions (Snap science Unit 4: What am I made of?)
- **EAD**: Explore, use and refine a variety of artistic effects – Picasso.
- **Music**: To explore body percussion and to copy a simple rhythm by being able to use their bodies to make sounds e.g. clapping and stomping.

Week 5 – Core Text: Little Red Riding Hood

- **PSED (PSHE)**: Whole school - What makes you smile?
- **UTW**: Label body parts and learn about their different functions (Snap science Unit 4: What am I made of?)
- **EAD**: Children will learn primary colours and begin to explore colour mixing using paint.
- **Music**: To explore body percussion and to copy a simple rhythm by being able to use their bodies to make sounds e.g. clapping and stomping.



Week 6 – Core Text: The Three Billy Goats Gruff + World Mental Health Day (PSHE)

- **PSED (PSHE):** Whole school - How do you feel?
- **UTW:** Begin to describe and notice Seasonal change, understanding the effect of the changing seasons (Snap Unit 19 What is Happening to the trees? Autumn)
- **EAD:** Children will learn primary colours and begin to explore colour mixing using paint.
- **Music:** To introduce percussion instruments for children to explore the sounds of different instruments.

Week 7 – Core Text: Room on the broom + Say no to racism

- **PSED (PSHE):** Whole school - How do we keep each other safe in school?
- **UTW:** Talk about the lives of people around them, their roles in society and how these people help us. To be aware of adults who help us and keep us safe.
- **EAD:** To develop independent skills when using resources children will be exposed to and modelled the use of different media such as – chalks, crayons, pencils, felt tips, paints, brushstrokes.
- **Music:** To use their voices in different ways to imitate different natural sounds.

Week 8 – Core Text: No drawing club due to LW assessment. Christopher Pumpkin + Diwali – 31st Oct (in half term) Read Binny's Diwali and have activities set up in CP

- **PSED (PSHE):** Whole school - What is love? What is trust?
- **UTW:** What is Diwali? How do we celebrate Diwali? How does it compare to Halloween/Bonfire night?
- **EAD:** To develop independent skills when using resources children will be exposed to and modelled the use of different media such as – chalks, crayons, pencils, felt tips, paints, brushstrokes.
- **Music:** From unit 2: To learn about music from another culture, particularly when related to the festival of Diwali + To respond to music with movement

Additional texts to read during half term:

Emotion Non-Fiction, Whinnie the Witch books, Pumpkin books, Binny's Diwali , Autumn Non-Fiction (SS)