**Physical Development**

* Understand the importance of regular hand washing and wash and dry hands with independence
* Put on own coat and other outdoor clothing independently and learn to fasten their zip with adult support
* Manage own toileting personal hygiene
* Have an established left or right hand dominance
* With close adult support, develop effective grip and use of a range of fine motor resources (pencils, scissors, paint brushes, tweezers, knives, forks etc.)
* Begin to use anti-clockwise movements and vertical lines when forming letters with adults and as part of continuous provision
* Use a range of gardening tools safely to help maintain outdoor areas (including harvesting, cutting back and planting)
* Refine fundamental movement skills and begin to negotiate space by playing racing and chasing games (stuck in the mud, duck, duck, goose etc.)
* Explore different movements and body shapes through Autumn related dance and children’s own fascinations.

**Personal, Emotional & Social Development**

* Develop a sense of well-being within the classroom by separating happily, talking about self in positive terms (use of CofEL) and expressing needs and wants readily
* Begin to share and compromise with others during classroom activity and consider others feelings
* Begin to know and follow Golden Rules and the routines in class
* Begin to seek help from adults and other children when necessary and access the calm corner when time out is needed.
* Begin to access the learning environment appropriately by planning and engaging in purposeful self-selected and adult led learning

**Communication & Language**

* Develop, explore and extend vocabulary relating to our All Aboard topic and with links to Autumn/Harvest, our bodies, our emotions and children’s own personal fascinations
* Listen to, talk about and re-tell stories and rhymes, encouraging children to use a range of tenses with growing accuracy (with links to our All Aboard topic)
* Encourage children to express their curiosity through how and why questions in adult led activity and as part of continuous provision, utilising the weekly ‘I wonder’
* Support and encourage critical thinking – What will happen if?  How will this action make me or someone else feel?
* Practise and extend personal ability to maintain concentration in whole class, adult led or self-chosen activity
* Utilise talk partners to explore, question and problem solve

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide Maths recovery curriculum.

**Literacy**

* Enjoy a range of literature related to class themes and own fascinations
* Use relevant story book language when exploring books read as a whole class including the setting, the characters and the main events.
* Begin to hear, say and write initial sounds in words
* Begin to recognise and form RWI set 1 sounds
* Engage in rhyming activities and extend rhyming strings
* Begin to read a small bank of ‘red words’
* Begin to segment, read and write CVC words (as appropriate for ability)
* Trace or write own name using an effective tripod pencil grip
* Begin to use writing within continuous provision to communicate meaning

**Mathematics**

* Exploring the continuous provision using positional language, learning where things belong
* Recognising and matching numerals within 10 and matching them with quantity
* Representing number to 5 in different ways
* Matching and sorting amounts of a variety of objects
* Comparing two groups using the language more and same
* Separating objects into groups up to 5 and talking about the composition of the groups
* Comparing size, mass and capacity utilising natural objects/items
* Engage in turn taking maths games using the skills of subitising
* Rote Count forwards and backwards to 10, order numbers (extend where appropriate) and use counting rhymes and songs
* Recognise 2D shapes (triangle, square, oblong, circle, extend to oval and pentagon where appropriate)
* Describe shapes referring to number of sides, corners
* Describe and make repeating patterns

**Plum- Reception Medium Term Plan**

**Autumn 1**

**All Aboard**

**Being me in my world**

**Autumn/Harvest**

**Outdoor learning opportunities**

**Philosophy for Children/Enquiry questions**

**Understanding the World**

* After reading Handa’s Surprise, discuss similarities and differences between life in this country and other countries
* Look closely at images of transport (past and present) and talk about similarities, differences and discuss which transport is the best.
* Talk about and explore ourselves and people who are important to us encouraging children to recognise, verbalise and embrace similarities and differences. What’s the same/different about our families?
* Explore ‘belonging’ in relation to the children’s experiences (family, class group etc.) through discussion, fiction and non-fiction texts.  How does it make you feel to belong?
* Explore changes of late summer into autumn, collect and investigate a range of natural materials
* Find out about Harvest and explore machinery used to aid the harvesting process
* Explore changes when baking bread (links with Harvest)

**Expressive Arts and Designs**

* Use lines in drawings to create a desired effects (self-portraits, maps, drawings to own fascinations)
* Explore colour in relation to mood linked to fiction read together – How does this colour make me feel?  Which colour matches my feeling?
* Use autumn colours as a stimulus for colour mixing and painting
* Use autumn treasures to combine different media to create effects and to explore different textures (autumn animals, autumn scenes or to own fascinations)
* Use a range of joining and shaping equipment and techniques as part of adult led (making our own vehicles) and continuous provision (scissors, sellotape, masking tape, ripping, gluing etc.)
* Learn songs and rhymes related to class themes
* Explore role-play and small world play related to class themes

**Child-Led Topics and Activities**

Other topics and activities may be used in response to children’s interests.  All adult-led topics may be adapted or removed depending on the responses of the children.

**Mastering the Curriculum**

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated exploration and play.

**Class Theme Related Literature**

Handa’s Surprise

The Colour Monster

Leafman

The Little Red Hen

The Tiny Seed

Oi! Get off our train by John Burningham

Terrific Trains by Tony Mitton

The Silver Serpent Cup by Jonathan Emmett and Ed Eaves

On the Train by Carron Brown

The Space Train by Maudie Powell-Tuck

The Little Red Train by Benedict Blaythwayt.

**Maths Related Literature**

Monkey puzzle

The button box

Rosie’s walk

A Squash and a squeeze

**Class Theme related Songs and Rhymes**

Oats and Beans and Barley Grow

Autumn Leaves are Falling Down (tune of London Bridge)

The Leaves on the Trees Come Falling Down (Twinkl)

Conkers

Mr Scarecrow

Big Red Combine harvester

Wheels on the bus

**In Reception we are Ready to Learn as…**

Confident Communicators

Independent Individuals

Fantastic Friends

Amazing Athletes

Talented Tool Users

Brilliant Bookworms

Wow Writers

Masters of Maths

Exceptional Explorers

Compassionate Citizens

Dynamic Designers

Proud Performers

EYFS Ready to Progress (RtP) priorities identified by Swansfield Early Years teachers to guide Maths recovery curriculum.

**Key Vocabulary:**

Transport, car, train, boat, aeroplane, helicopter, bike, bus, penny farthing, sedan chair, steam train, engine

Respect, unique, difference, similar

Season, conker, pine cone, fur cone, chestnut tree, deciduous, evergreen

Celebrate, thankful, peaceful, community