

### Personal, Social & Emotional Development

- See themselves as a valued individual within the classroom
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others talking about their self in positive terms
- Begin to identify and moderate their own feelings
- Begin to show resilience
- Manage their own personal hygiene
- Begin to share and compromise with others during classroom activities

### Ideas for interactions, activities and continuous provision

- Children have their own drawers, pegs and seat within the classroom and settling activities to help adjust to Plum Class
- Begin to know and follow Golden Rules, the school three c's (caring, curious, courageous) and follow the classroom routines
- Use the story The Colour Monster as a stimulus for learning about feelings about starting school
- Use the colour monster as a way for the children to check in every day
- Building friendships through play within provision and circle time
- Begin to seek help from adults and other children when necessary and have time out as needed
- Circle times such as talking about favourite things, what we are good at, looking at similarities and differences between us and our families, what makes us happy and sad
- Begin to access the learning environment appropriately by engaging in purposeful self-selected and adult led learning
- Put on own coat and other outdoor clothing independently and learn to fasten with adult support
- Use toilet independently and wash hands independently before snack/lunch etc
- Begin to recognise healthy food choices and have a try of new food(lunchtime)
- Children will have weekly Jigsaw sessions focusing on the topic "Being me in my world". Children will have opportunity to share their ideas about feelings and their rights and responsibilities

### Key Vocabulary

Community, timeline, feelings, unique, difference, similar, change, growth, baby, toddler, child, teenager, adult, grandparent, past, present, future, courageous, curious, caring  
Oats, barley, grain, prove, threshing, reaping  
celebrate, thankful, combine Harvester, festival  
Seed dispersal, temperature, pinecone, fir cone, seeds, acorns, maple keys, Autumn, season, change, weather, leaves

### Communication & Language

- Understand how to listen carefully
- Learn new vocabulary and use this throughout the day
- Develop, explore and extend key vocabulary relating to Autumn, Harvest, our bodies, our emotions and children's own personal fascinations
- Begin to ask questions to find out more
- Articulate their ideas in well-formed sentences
- Extend their sentences using connectives
- Begin to describe events in some detail
- Engage in story time

### Ideas for interactions, activities and continuous provision

- Visual aids are displayed during whole class carpet sessions to support how to listen
- support and encourage critical thinking by encouraging children to express their curiosity through how and why questions
- Daily opportunities to ask questions of staff and other children
- Opportunities to reinforce vocabulary through play and adult directed learning and reflection(floorbooks)
- Vocabulary displayed throughout the classroom for staff and children to refer to
- Utilise talk partners to explore, question and problem solve
- Introduce and use 'Babblejab' to explore vocabulary
- Listen to, talk about and re-tell Autumn, Harvest and emotional literacy stories and rhymes, encouraging children to use a range of tenses with growing accuracy
- Drawing club to promote story language and description
- 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.
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### Physical Development

#### **Gross Motor**

#### **Further develop the skills to manage school day successfully**

- Revise and refine fundamental movements  
Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- progress towards a more fluent style of moving
- develop body strength, coordination, balance and posture

#### **Fine Motor**

- Develop fine motor skills to use a range of tools competently, safely and confidently
- Develop the foundations of a handwriting style
- 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 etc.)

### Ideas for interactions, activities and continuous provision

#### Gross motor

- Large outdoor/indoor spaces to practise movements and safely navigate spaces
- Dressing and undressing opportunities to practise (coats, jumpers, shoes, wellies etc)
- Use of the large climbing apparatus to improve muscle development and weekly PE sessions
- Regular opportunities to use/construct with large loose parts (crates, planks etc)
- Regular opportunities to develop gross motor movements in the sand and water/digging pits
- Use a range of gardening tools safely to help maintain outdoor areas (including harvesting, cutting back and planting)
- Begin to negotiate space by playing racing games

#### Fine motor

- Begin to use a knife, fork and spoon effectively
- Children can mix with spoons confidently and independently whilst making bread for harvest
- Daily opportunities to develop pencil grip by drawing and writing freely, name writing, drawing club
- Begin to use anti-clockwise movements and vertical lines when forming letters with adults and as part of continuous provision
- Daily fine motor station/ play doh opportunities in continuous provision to develop fine motor skills

### 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.

### Reception Medium Term Plan

#### Plum Class Autumn 1 2022

#### Myself, My World and Feeling Fine!

#### Harvest thankfulness

#### Autumn Changes

#### Outdoor learning opportunities

#### Sustained shared thinking/enquiry questions

#### Cohort specific needs identified with ongoing assessment

## Literacy

- Begin to hear, say and write initial sounds in words
- Begin to recognise and form RWI set 1 sounds
- Begin to blend sounds into words
- Begin to read a small bank of 'red words'
- Begin to segment, read and write CVC words (as appropriate for ability)
- Begin to form lower case letters accurately
- Recognise and begin to write own name

## Ideas for interactions, activities and continuous provision

- Daily RWInc whole class and group sessions
- Daily opportunities for word reading in the classroom and weekly opportunities for staff to listen to children independently read home blending books (parents can access RWInc support videos on the website)
- Daily opportunities for free drawing and writing in continuous provision
- Use of the message centre to stimulate interest in independent mark making
- Mark making resources provided indoors and outdoors
- Daily name recognition and writing cards-morning challenge

## Enrichment

School grounds walk  
European Languages Day:  
26.9.22  
National Poetry Day: 06.10.22  
Harvest Festival 23.10.22  
Early signs of Autumn walk  
Bread making for Harvest  
Black History month: October

## 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.

## Expressive Arts and Designs

### Exploring and using media and materials/Being imaginative

- Begin to explore by experimenting with lines of different thickness using a pencil and other tools
- Experiment with a variety of media to explore texture and form
- Begin to Choose and use colour for a purpose, explaining the reasons for the choice
- Create collaboratively sharing ideas, resources and skills.
- Develop storylines in their pretend play
- Explore, engage and enjoy moving and dance, performing solo or in groups
- Begin to listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody

## Mathematics

### Ready to progress Baseline:

- Recognising and matching numerals within 10 and matching them with quantity
- Representing numbers to 5 in different ways
- Matching and sorting amounts of a variety of objects
- Comparing two groups using the language more and same

### White rose maths

- Baseline 3 weeks settling in: introducing areas of provision
- Exploring and sorting objects that are similar and different
- Sorting objects into collections and sets according to different criteria
- Comparing sets according to which have more /fewer
- Comparing size, mass and capacity utilising natural objects/items
- Creating and continuing repeating patterns
- Introducing 1 and 0
- Perceptual subitising, Counting, cardinality and ordinality

### Mastering number

## Ideas for interactions, activities and continuous provision

- Classroom continuous provision set up with various number representations and loose parts to enable children to demonstrate number knowledge within their play
- Exploring the continuous provision using positional language, learning where things belong
- Opportunities for regular Rote Counting forwards and backwards to 10, order numbers (extend where appropriate) and use counting rhymes and songs eg 5 little ducks etc
- Daily opportunities for counting and ordering: lining up, tens frame morning check in, morning calendar etc
- Engage in turn taking maths games using the skills of subitising

## Ideas for interactions, activities and Continuous provision

- Weekly Drawing club sessions to develop line drawing skills
- Use autumn treasures to combine different media to create effects and to explore different textures (Autumn animals, self-portraits, Autumn scenes or to own fascinations)
- Explore various firework art and children will use paint and a variety of materials to create their own "Guy Fawkes- Bonfire night" hall display
- Create colour collages inspired by the work of artist Alma Thomas as part of our learning about Black history month
- Create representations of ourselves using loose parts and pastels
- Explore colour in relation to mood linked to fiction read together – How does this colour make me feel? Which colour matches my feeling? What colours can we see in our community?
- Opportunities for independent model making which begin to demonstrate purpose and detail
- Begin to share their creations and explain the process they have used
- Opportunities for imaginative play (role play-home corner) and storytelling with the small world sets
- Learn songs and rhymes related to class themes including Harvest song performance for parents
- Using the unit "Me" from Charanga, children will practise moving in time to the beat of music, finding the pulse, clapping the rhythms in their names, exploring high and low sounds using their voices and glockenspiels, marching, moving and dancing to music, singing and performing to various songs and nursery rhymes and begin to talk about music they've heard
- Utilise large scale loose parts to construct a representation of a Combine harvester

## Understanding the World

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images from their past
- Compare and contrast characters from stories
- Explore the natural world around them
- Describe what they hear, see and feel whilst outside

## Ideas for interactions, activities and continuous provision

- Children draw their family tree and opportunities for discussion about the different types of families
  - Home learning task – children to bring in a past picture of their summer adventure and a picture of themselves as a baby
  - 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, school community etc.) through discussion, fiction and non-fiction texts. How does it make you feel to belong? Who is in our school community?
  - Daily opportunities for children to discuss weather, seasons and changes to the garden through morning calendar check in
  - Early Autumn hunt looking for changes and signs of seed dispersal
  - Explore changes of late summer into autumn, collecting and investigating a range of natural materials
  - Find out about Harvest and explore machinery used to aid the harvesting process
  - Children explore the key question 'Where do we belong?'
- Opportunities to explore faith communities, special people and religion

## Class Theme Related Literature

Including but not limited to:  
Guy Fawkes  
Happy in our Skin  
All kinds of families/My Magic Family  
Titch  
The Tiny Seed  
The Other Side  
Drawing club  
The Colour Monster  
The smartest giant in town  
Jack and the beanstalk  
Giraffes can't dance  
Goldilocks and the Three Bears  
Little Red Hen