

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
- 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 using plan, do, review

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

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 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 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)

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
- Begin to Explore 'Drawing Club'

Communication & Language

- Develop, explore and extend key vocabulary relating to Autumn, Harvest, our bodies, our emotions and children's own personal fascinations
- 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
- 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' and curiosity cube
- support and encourage critical thinking – **What does this sound mean? 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
- Introduce and use 'Babblejab' to explore vocabulary.

Key Vocabulary

Favelas, respect, unique, difference, similar, belonging, unique, celebrate, thankful, peaceful, community, change, Autumn, seed, dispersal, temperature, Season, conker, pine cone, harvest, machinery, crops, Combine Harvester, wheat, grain, prove, reaping, threshing

Reception Medium Term Plan Autumn 1 2021

Myself, My World and Feeling Fine!
Harvest thankfulness
Early Autumn Changes
Outdoor learning opportunities
Sustained Shared Thinking



Expressive Arts and Designs

- Use lines in drawings to create desired effects (self-portraits, 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? What colours can we see in our community?**
- 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, self-portraits, Autumn scenes or to own fascinations)
- Use a range of joining and shaping equipment and techniques as part of adult led and continuous provision (scissors, sellotape, masking tape, ripping, gluing etc.)
- Learn songs and rhymes related to class themes
- Explore child-led and topic based role-play and small world play

Class Theme Related Literature

From My Window
The Colour Monster
The Invisible String (Patrice Karst) (Youtube)
Leafman
The Little Red Hen
The Tiny Seed

Maths Related Literature

Monkey puzzle
The button box
Rosie's walk
A Squash and a squeeze

Drawing club related Literature

The Little Red Hen
Not Now Bernard

Enrichment Activities

Harvest Festival October 31st
Early signs of Autumn walk
Bread and fruit smoothie making, exotic fruit tasting
Black History month
European Languages Day
National Poetry Day

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.

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

Understanding the World

- 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? What can we see from our window?**
- 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? How is our community in Alnwick different?**
- Explore changes when baking bread
- 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
- Identify some features of our local area that we all know and discuss and share our experiences of these places.

Key Vocabulary:

Favelas, respect, unique, difference, similar, belonging, unique, celebrate, thankful, peaceful, community, inclusion, change, Autumn, seed, dispersal, harvest, machinery, crops

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

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