

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 Pear 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
- 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
- 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.
- Introduce the story bags for children to begin to learn the structure of stories

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(half termly NUF skills)
- 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 During adult led RWInc and by drawing and writing freely, name writing and 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

Pear Class Autumn 1 2022

Myself, My World and Feeling Fine!

Harvest thankfulness

Early 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 writing recognition (Pear tree) and writing cards

Enrichment

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

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.

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

Mastering number

- Perceptual subitising, Counting, cardinality and ordinality

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

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 picture of their family and a picture of themselves as a baby and create a classroom timeline, commenting on how we have changed from what we looked like in the past
- 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?
- Children explore the key question 'Where do we belong?' Opportunities to explore faith communities, special people and religion
- 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 using their senses
- Find out about Harvest and explore machinery used to aid the harvesting process
- Utilise large scale outdoor loose parts to construct a representation of a Combine harvester

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 to generate ideas for their creations
- 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

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 the work of the artist Jackson Pollack to create collaborative representations of the Queen as part of our Jubilee 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 imaginative play (role play-home corner) and storytelling with the small world sets
- Opportunities for independent model making that are beginning to demonstrate purpose and detail
- Begin to share their creations and explain the process they have used by using the model display shelf
- 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
- weekly whole class sessions with a music specialist

Class Theme Related Literature

Including but not limited to:

Starting school
Queen Elizabeth
The Colour Monster
Happy in our Skin
All kinds of families
Titch
The Tiny Seed
The Leaf thief
The Other Side
Drawing club
The smartest giant in town
Jack and the beanstalk
Giraffes can't dance
Little Red Hen
The colour monster