



RECEPTION CURRICULUM NEWS - AUTUMN TERM 1



KEY TEXTS

Elmer by David McKee
Owl Babies by Martin Waddell
Ruby's Worry By Tom Percival
Meesha Makes Friends by Tom Percival
Ravi's Roar by Tom Percival
Tilda Tries Again by Tom Percival
The See Saw by Tom Percival
Perfectly Norman by Tom Percival
Pumpkin Soup by Helen Cooper

OUR TOPIC BIG QUESTIONS

ALL ABOUT ME
Who am I?
What makes me special?

ENRICHMENT

- Autumn nature walks linked to the story - Leaf Man by Lois Ehlert
- Remembrance Day
- Harvest Time
- Birthday celebrations in the home corner
- Halloween

SMSC DEVELOPMENT

- Picture News used to embed British Values and Protected Characteristics
- Picture news to embed protected characteristics
- Harvest Festival
- Nature Explorers

GENERAL THEMES

These themes may be adapted at various points to allow for children's interests to flow through the provision

- Starting school / getting to know my new class
- Being me in my world
- My family and PSED focus on what am I good at? (linked to Elmer transition from FS1 Summer activity)
- Being kind and making friends

JIGSAW PSHE

BEING ME IN MY WORLD

- I can help others to feel welcome.
- I can begin to recognise and manage my own feelings.
- I understand why it is good to have kind and gentle hands.
- I am beginning to understand what responsible means.

PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, and many more. We will support children by helping them to:

- Talk about their experiences through discussion and use of their 'News from Home' books.
- Sharing stories.
- Modelling talk routines through the day, e.g. "Good morning, how are you?"
- Making friends and having discussions with others.
- Taking part in rhyming and alliteration activities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We support children to regulate and manage their own behaviour and feelings each day. This includes helping children to develop their concentration, behave in positive 'pro-social' ways, thinking before acting, curbing their impulse behaviours and applying their own strategies to control their emotions. This term, we will focus on:

- Talking about what we are good at and that different things make us special.
- Knowing that we are different and the same.
- How to be a kind friend.
- Why my home is special to me.
- Knowing ways to stand up for myself.

PHYSICAL DEVELOPMENT

GROSS MOTOR

- Cooperation games including parachute games.
- Climbing using the outdoor equipment
- Different ways of moving to be explored with children
- Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

FINE MOTOR

- Threading, cutting, weaving, playdough, Fine Motor activities.
- Manipulate objects with good fine motor skills
- Draw lines and circles using gross motor movements
- Hold pencil/paint brush beyond whole hand grasp to develop pencil grip

SPECIFIC AREAS OF LEARNING

ENGLISH

WORD READING

- Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.
 - Help children to read the sounds speedily. This will make sound-blending easier
 - Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge
- Phonic Sounds:** s a t p i n m d g o c
k c k e u r h b f l
Tricky words: is l the

READING COMPREHENSION

joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.

WRITING

- Children will be experimenting with mark-making and writing patterns in a range of mediums.
- They will begin to develop a dominant hand and work towards a tripod grip.
- Children will start to give meaning to marks and labels.
- Writing initial sounds and simple captions.
- Use initial sounds to label characters / images.
- Children will begin to write letters from their names.
- Name writing practice.

MATHEMATICS

EARLY MATHEMATICAL EXPERIENCES

- Counting rhymes and songs
- Classifying objects based on one attribute
- Matching equal and unequal sets
- Comparing objects and sets.
- Subitising.
- Ordering objects and sets / introduce manipulatives.
- Number recognition.
- 2D Shapes.

PATTERN AND EARLY NUMBER

- Reread what I have written to check it makes sense
- Recognise, describe, copy and extend colour and size patterns
- Count and represent the numbers 1 to 3
- Estimate and check by counting.
- Recognise numbers in the environment.
- A number a week.

UNDERSTANDING THE WORLD

- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.
- Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.
- Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.
- Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.
- Introduce children to different occupations and how they use transport to help them in their jobs.
- Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.
- Long ago – How have we changed since being babies? How have our families changed?
- Nocturnal Animals. Making sense of different environments and habitats
- To know what technology is used in the home, outdoors and in the wider world

EXPRESSIVE ART AND DESIGN

- Join in with familiar songs.
- Beginning to mix primary colours to make secondary colours.
- Joins in with role play games and uses resources available for props; build models using construction equipment.
- Sings call-and-response songs, echoing phrases adults sing.
- Self-portraits, junk modelling, take picture of

children's creations and record them explaining what they did.

- Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.
- Provide opportunities to work together to develop and realise creative ideas.