

Personal Social and Emotional Development

Self-regulation, Managing Self, Building Relationships

- To transition into Reception.
- To be given a range of learning opportunities that are adult and child directed.
- To join in with show and tell.
- To discuss our families and what we like to do.
- Opportunities for children to work in friendship and non-friendship groups.
- To learn about similarities and differences amongst our new class and compare ourselves (hair, eyes etc.) to our friends.
- To discuss our class rules.
- To be shown positive behaviour.
- To learn about emotions using 'The Colour Monster'.
- To learn about wellbeing and who can help us if we have a problem.

Vocabulary

My Body – head, shoulders, arms, legs, hands, fingers, feet, toes, knees, tummy, back, skeleton, bones

My Face – eyes, ears, nose, mouth, hair, chin, forehead, cheeks

My Senses – sight, smell, taste, touch, hear

My Family – family, mother, father, brother, sister, grandmother, grandfather, cousin

Growing Up – baby, toddler, child, teenager, adult, older, younger, birthday, growing, changing

Feelings – happy, excited, OK, calm, annoyed, unwell, tired, sad, worried, wriggly, angry, pleased, embarrassed

Communication and Language

Listening, Attention & Understanding, Speaking

- To listen and join in with to a range of (familiar) stories.
- To develop their communication skills through show and tell.
- To be given simple one and then two step instructions to follow.
- To play Phase 1 phonics games to develop listening skills.
- Opportunities for roleplay that is child initiated as well as adult modelled.
- To sequence stories and follow stories without pictures.
- To use our senses to discuss different items.
- To follow instructions to play games indoors and outdoors.

Understanding the World

Past & Present, People, Culture & Communities, The Natural World

- To use show and tell sessions to talk about themselves and learn about similarities and differences as well as our home lives.
- Child initiated opportunities to promote discussion about home / themselves.
- To look at baby photos and discuss personal history.
- To meet the school community and take a tour of the school.
- To learn about similarities and differences around us.
- To look at x-rays and learn about bones.
- To explore taking photos of their friends / themselves on the iPads.
- To use ICT to capture emotions.
- To use the interactive whiteboard for games.

Home corner and shop for roleplay areas.

Autumn 1

All About Me

7 ½ weeks

Mathematics

Numbers, Number Patterns

- To match objects
- To match pictures and objects
- To identify a set
- To sort objects to a type
- To explore sorting techniques
- To create sorting rules
- To compare amounts
- To compare size
- To compare mass
- To compare capacity
- To explore simple patterns
- To copy and continue simple patterns
- To find 1, 2 and 3
- To subitise 1, 2 and 3
- To represent 1, 2 and 3

Physical Development

Gross & Fine Motor Skills

- To work on gross and fine motor skills through outside challenges and name writing, including developing a tripod grip when holding a pencil.
- To learn about spatial awareness and taking safe risks.
- To be encouraged to try fruit.
- To learn how to change shoes when coming into the classroom.
- To understand germs and how to prevent against them.
- To be encouraged and modelled how to take safe risks.
- To learn how to safely use scissors.
- To learn about keeping healthy and how some foods can be healthy, unhealthy and a bit of both, sorting items of food into the correct hoop.
- To learn about mental health and how to keep our minds healthy through mindfulness, yoga and relaxation. Practicing being still.
- To learn about how to keep our bodies healthy and label a large scale skeleton/ each other.
- To learn some team games and how to avoid crashing when running and moving around.

Expressive Arts and Design

Creating with materials, Being Imaginative & Expressive

- To learn and sign new nursery rhymes.
- To go on sound hunts.
- To make self-portraits in various mediums – loose parts, pencil, paint, playdough.
- To make a junk model colour monster and discuss what emotion it shows.
- To make an x-ray of our hand using small parts.
- To learn about colour including mixing and complete activities to practice the skill.
- To paint to music, showing how music makes us feel through art.
- To discuss what makes an artist and create pictures.
- Learn songs for harvest celebrations.

Literacy

Word Reading, Writing, Comprehension

- To have mark making opportunities including name writing, games and puzzles.
- To be exposed to magnetic letters and sound talking (modelled).
- To begin to form recognizable letters for their name.
- To develop their phase 1 phonic knowledge with games.
- To create labels and signs for different areas.
- To begin learning phase 2 sounds: Phase 2- s,a,t,p,i,n,m,d,g,o,c,k,ck, e , u , r (l, to)
- To work on gross and fine motor skills through play dough, small object activities and name writing.
- To sequence familiar stories and our focus texts, retelling key events.

Personal Social and Emotional Development

Self-regulation, Managing Self, Building Relationships

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Personal hygiene

Autumn 1

All About Me

Development Matters Statements

Communication and Language

Listening, Attention & Understanding, Speaking

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how

Understanding the World

Past & Present, People, Culture & Communities, The Natural World

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

Mathematics

Numbers, Shape / Space / Measure, Number Patterns

- Count objects, actions and sounds.
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, size and mass.

Physical Development

Gross & Fine Motor Skills

- Revise and refine the fundamental movement skills they have already acquired:
- rolling - walking - running - skipping
- crawling - jumping - hopping - climbing
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
- lining up and queuing
- mealtimes

Expressive Arts and Design

Creating with materials, Being Imaginative & Expressive

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Literacy

Word Reading, Writing, Comprehension

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.