A blue and white dove with a green branch

Description automatically generated

**Personal, Social and Emotional Development (PSED)**

Settling into school life, learning the rules, routines and expectations. To develop self-confidence and see themselves as part of the class

Taking responsibility for their own belongings, e.g. coats, jumpers, book bags, etc.

Build positive relationships with peers and adults and turn taking.

Participating in circle time – being kind to one another/setting class rules. Having a good understanding of what rights are and how rights link directly with responsibility- Understanding the importance of treating everyone with respect. Both linking with British Values.

Understanding our feelings and thinking of ways in which we can how manage different emotions. Sharing experiences of when they have had different emotions.

**Communication and Language**

Recounting experiences eg from the weekend or holidays. Learn to listen and ask questions in ‘show and tell’. Joining in with role-play. Introduce a storyline or narrative to play. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Join in with circle times and whole class discussions, expressing ideas and opinions. Develop the ability to form a what, when, why question. Learn rhymes, poems and songs.

**Literacy**

Participating in specific literacy sessions (phonic input, one to one reading with an adult and whole class reading time)  
Phonics- using Little Wandle Phonics programme (s, a, t, p, I, n, m, d. g, o, c, k, ck, e, u, r, h, b, f, l).

Learning to recognise and read tricky words.  
Sharing stories and nursery rhymes. Showing an understanding by retelling stories in their own word, discussing favourite stories and making predications using new vocabulary.   
Developing independent writing- mark making and focusing on letter formation. Practise reading captions, sentences, and labels. Writing labels, lists, letters, postcards, shopping lists, menus, recipes.

**Understanding of the World**

Talking about who is in their family and where they are from. What languages are spoken? Where do they live? Exploring autumn/winter and seasonal changes-look at animals, plants and weather.

Developing ICT skills:  
Using the interactive whiteboard in class.

Thinking about ‘our local area’ and talking about places we have visited. Using language: town, village,city,hill,stream,river,wood,forest. Who lives in our area and what roles do they have?

Past and Present

We can talk about what we did at home before we came to school. We understand that we belong to a family of different

generations.

Natural World

We know that we have five senses. We can use one of our senses to identify / group objects.

**Mathematics**

**Number**

We can show ‘finger numbers’ up to 5. We can recognise up to 3 objects without having to count them individually (subitising). We can link numerals and amounts up to 5. We can use our own symbols to represent numbers.

**Numerical Patterns**

We can say one number for each item in order: 1, 2, 3, 4, 5. We can compare quantities using language: more than, fewer than, equal to.

**Shape**

We can talk about and explore 2D and 3D shapes using mathematical language.

**Reception**

**Autumn Term 1**

**All about Me**

**Child led enquiries**

**R.E.**

Learn School prayers

Take part in class Collective Prayer.

Introduce the bible.

Story of Creation

People Who Care for Us.

**Physical Development**

Manage own personal hygiene such as toileting and handwashing**.**

Use a knife and fork to feed themselves.

Developing an awareness of their own and others’ space in P.E. and dance sessions.  
Developing independence in managing their own clothes, i.e. buttoning and unbuttoning cardigans, doing up their own coats, etc. Beginning to dress/undress for PE.  
Developing fine motor skills including accurate pencil grip and scissor control. Using a dominate hand, forming some letters with accuracy.

Joining and connecting materials  
Manipulation of tools and construction materials.   
Using the outdoor area to develop gross motor skills.  
Exploring different ways of travelling– running, hopping, and jumping.

**Expressive Arts and Design**

Exploring home corner and acting out roles. Perform songs, rhymes and poems as a class.  
Focusing on small details through drawing and painting self-portraits. Using different media – paint, junk materials, pastels etc. Exploring lines and colours  
Making junk models - explore a variety of joining techniques (glue, sellotape, split pins,string)  
Singing songs/rhymes, making up words to familiar tunes  
Use simple instruments to create music  
Copy and create a rhythm

Alongside using the Early Years Curriculum, we also take into consideration the children’s interests and abilities. Part of our planning is based on the children’s interests during their free flow play. within the first 6 weeks the children all children will undergo the Statutory Baseline Assessment.