

Reception

Autumn 1

## All About Me Autumn & Harvest



### Communication and Language

Follow adult cues to listen.  
Know behaviours for successful listening.  
Participation in predictable texts.  
Recall a range of simple nursery rhymes.  
Ask either/or questions.  
Participate in adult narration of independent learning.  
Recall and define specialist vocabulary for the half term.

### Personal Social, Emotional Development

Follow classroom routines including self-help with clothing.  
Follow classroom expectations.  
Define what makes me special  
Build a vocabulary around feelings.  
Work and play cooperatively, sharing with others.  
Give focussed attention to their peers and teacher.

### Physical Development

Stack, align and balance blocks of different shapes and sizes.  
Thread, peg, and sew on cards.  
Follow patterns and lines in the shape of letters with some pencil control  
Participate in hand action songs  
Move safely in a large space, negotiating obstacles.  
Change direction and stop quickly.

### RE

In RE we will be learning about the topic 'Myself'.  
Thinking about where we came from and our family.  
We will also be exploring Baptism.

### Books we will use:



### Understanding the World

Describe changes to trees and woodland plants in autumn.  
Describe changes of state with cement and clay.  
Name plants and parts of plants in allotment harvest.  
To be able to talk about themselves in the past when they were youngers and make sense of their family.  
Know that children were babies in the past.  
Know that adults were children in the past.  
Know that adults can remember things from the past.

### PSHE and RSE

In PSHE we will work together to develop our reception class school rules. We will learn about being resilient individuals and how to be safe online.

### Literacy

Develop book-like vocabulary and language structures through hearing patterned texts.  
Participate in, memorise and perform simple action rhymes.  
Monster Phonics Term 1  
Segment CV and some CVC words.  
Begin to form recognisable letters from their name.  
Use marks or some letters for meaning.

### Maths

Composition of numbers to 4, creating their own patterns.  
Subitise to 3 with sound and objects.  
Comparing amounts to 3, using the comparative language, 'more than' and 'fewer than'.  
Develop an understanding that anything can be counted.

### Expressive Art and Design

Stack, align and balance with bricks and blocks on a range of scales.  
Draw familiar people from memory, with attention to detail.  
Act out a familiar story or nursery rhyme.  
Explore different materials freely.  
Develop their own ideas and then decide which materials to use to express them.  
Join different materials and explore different textures.  
Make considered choices to create mixed media or relief design in clay.  
  
Sing up: I've got a grumpy face and The Sorcerers Apprentice

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### Continuous Provision

- Having a range of tool and equipment to build with.
- Balance bikes and scooters.
- Mud kitchen for role play.
- Large boxes and recycled materials to make homes.
- Real resources for autumn themed activities.
- Pumpkins, autumn leaves, conkers and pinecones.
- Family pictures and self-portraits.
- Home corner for role play opportunities
- Sand and water based activities
- Funky fingers fine motor activity
- Dough disco and squiggle while you wiggle.
- Letter formation sensory activities

### Visits, Visitors and Experiences

- Parents stay and play session.

### Family Engagement

- Introduction to Tapestry for home activities
- Playing games at home for numbers to 5.
- Sharing stories, reading and practicing words.
- Stay and Play session.

### SEND and Disadvantaged Children

- Look at different pictures of children to order growing and changing.
- Scheduled pre-teaching activities to introduce vocabulary for the following sessions.
- Easy grip mark making tools and sensory activities.
- Additional time for sensory sessions to encourage mark making.

### Words and Phrases we will use:

Communication and Language	Personal, Social Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
Listen, stop, yes, no, please, thank you, share, stop, kind, fair, take turns, gentle hands, What is it? Does it? How? Why? I am, I wonder, I think	Myself, Feelings, Being gentle, Rights, Responsibilities, Individual, Independent, Rules, Dreams/Goals, Likes, Dislikes, Happy, Sad, Angry, Upset, Worried, Kindness	Climb, Step, Feet, Alternate, One foot, Balance, Stand, Stop, Reach, Stretch, Hold, Carry, Touch, Crawl, Jump, Roll, Mark-make, Grip, Stick, Cut, Paint  Names of outdoor tools.	Segment, Blend, Phoneme, Grapheme, Tricky words, Sound button, Word Phonics, Book, Page, Story, Picture, Rhyme, Patterns,		Family, Sibling, Mum, Dad, Grandma, Grandad, Nanny, Family tree, Baby, Grown up, Teenager, Toddler, House, Flat, Bungalow, Caravan, Harvest, Scarecrow, Combine Harvester, Farmer, Travel, Supermarket, Vegetables, Autumn, Seasons, Change Colours of leaves	Printing, Cutting, Sticking, Colouring, Drawing, Chopping, Pitch, Tempo, Structure, Timbre, Duration, Dynamics