

# Reception Planning for Autumn Term 4th September – 20th October 2023

Autumn 1	Where Do I Belong? "Me and My World"		
Season – Autumn (From end of September through to December)			
<p><b>Topic : Lines of Enquiry –</b>            who am I/ Ourselves      School- what is my school like?      Who works in my school?            Introduce the "St James' Journey"            Family      Compare school to pre- school      Baseline school culture            How have I changed?      What was our school like in the past?      rules and routines      sense of belonging</p>			
<p><b>Communication &amp; Language</b>            Listening, Attention &amp; Understanding.            Speaking</p>	<p>Baseline – Wellcom assessment            Rules for good listening (Listen to Learn)            Listen, attend, and respond in new situations. 1:1            Classroom rules and routines.            Answer the register and choose your lunch.            Engage in conversations with different people in school. Talking turns in conversation.            Develop vocabulary linked to the classroom and daily activities.            Develop topic related vocabulary.            Engage in language used in role play and imaginative play. Use language of stories, rhymes, and non-fiction to imagine and recreate ideas in different contexts.            Follow instructions and directions from adults in school.</p>		
<p>Whole school focus            Relationships  <b>PSED</b>            Self-Regulation            Managing self            Building Relationships</p>	<p><b>Managing self</b></p> <ul style="list-style-type: none"> <li>• Experience familiar/ unfamiliar experiences</li> <li>• Try out new activities/op en ended activities to allow a risk</li> <li>• Access resources independentl y</li> </ul>	<p><b>Self-Regulation</b></p> <p>Teach expectations in school for behaviour. How do we move around school?</p> <p>Can we wait for what we want?            Can we take a turn?            Can we share?</p> <p>Regulating Emotions- talking about emotions use the colour Monster books to explore emotions            How do I feel today?</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Participate in sharing experiences</li> <li>• Build relationships at different points in the day.</li> <li>• Build relationships with staff in school and make new friends.</li> <li>• Talk about good friends</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learn where things go and how to tidy away looking after belongings.</li> <li>• Talk about what they are good at and those things we find challenging.</li> <li>• Engage in self chosen and adult led activities</li> <li>•</li> </ul>	<p>Use feeling better series BBC</p> <p>Identify children who need extra support in this area of development and provide support and intervention</p>	<ul style="list-style-type: none"> <li>• Encourage children and praise them when they ask for help.</li> <li>• Model language for sharing and making friends in provision.</li> <li>• Work with others in small groups and 1:1</li> </ul>
	<p><b>Possible Texts:</b>  <b>You choose- Nick Sharratt</b>  <b>Can Do- Joyce Dunbar</b></p>		<p><b>Possible Texts:</b>  <b>The Little Red Hen</b>  <b>Farmer Duck</b></p>
<p><b>Physical Development</b>  Gross Motor  Fine Motor</p>	<p><b>Gross Motor</b>  Where is my carpet space? How do I move around school? Where do I sit in assembly?  How do I move around the classroom?  Develop respect for other children’s personal space.  Balance bikes and outdoor equipment  How do we store our equipment safely? How do we put things away?  <b>PE Lancashire scheme of work- 5 fundamental movement skills.</b></p>	<p><b>Fine Motor</b>  Finger gym- developing grip strength, pinch strength, strengthen finger muscles  Developing control of tools and equipment.  Model formation of letters using Red Rose Phonics.</p>	

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				Forming letters of their names – daily opportunity to write their names.
<p><b>Literacy</b> Comprehension Word Reading - Phonics Writing</p>	<p><b>Texts</b> <b>The Little Red Hen</b> Mr Wiggle and Mr Waggle. (Oral storytelling) <b>Humpty Dumpty.</b> <b>Incy Wincey Spider.</b></p>	<p><b>Red Rose Phonics</b> Consolidate Phase 1 <b>s a t</b> <b>p i n</b> <b>m d g</b> <b>o c k</b> <b>s pronounced /z</b> Tricky word <b>the</b></p>	<p><b>Comprehension</b> Oral retelling of stories. Sequencing stories. Share stories and discuss themes. Small world</p> <p>Listen to lots of stories and rhymes and understand that print conveys meaning. Learn about books – front and back cover illustrations, author, text. Talk about the way we handle books and the direction we read the text.</p> <p>Share preferences for stories Act out and retell stories in play. Answer questions and make predictions when stories are read to them.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Segment phonemes orally to say Phase 2, Phase 3 and Phase 4 words.</li> <li>• Segment sounds in simple words.</li> <li>• Gives meaning to the marks make as they draw, write, paint and type using technology.</li> <li>• Understands that thoughts and ideas can be written down using pictures, letters, words, sentences.</li> <li>• Independently use writing in play.</li> <li>• To start to write their names</li> </ul> <p>This half term children are new to the setting. Focus on mark making and lines pencil grip and control activities –</p>

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				<p>activities to strengthen hands and fingers.          Children must see lots of modelling of writing and understanding why we write (the purpose).          Children will focus on writing names and recognizing the first phonemes in phonics.</p>
<p><b>Mathematical Development</b>          Number          Numerical Patterns</p>	<p><b>WHITE ROSE MATHS PLANNING</b>          1-2 unit getting to know you (baseline)          Week 3 and 4 Match, sort and compare          Week 5 and 6 Talk about measures and patterns          Week 7 This is Me</p> <p>Mastering number sessions daily (15/20 mins)</p>			
<p><b>KUW Past and Present</b></p>	<p>What was our school like in the past?          Talk about themselves, how have they changed? What were they like when they were babies?          Talk about events in their own lives.          Children share memories.          Language of 'time' daily/weekly routine.</p>	<p><b>Texts</b>          The Big Book of families          The growing Story</p>		
<p><b>KUW People, Culture and Community</b></p>	<p>Who works in my school?          Why are they important?          What is it like to belong to our school (Mission Statement)          St James' Journey          What is special to me (Family and friends)</p>			

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	<p>Similarities and differences between us                  Likes and dislikes and interests                  What is my family like?</p>		
<b>Religious Education</b>	I am special / Harvest		
<b>KUW The Natural World</b>	<p><b>Humpty Dumpty investigation</b>                  Which materials will protect Humpty Dumpty if he falls?                  Properties of materials?                  What happens when an egg is cooked?                  Make an egg sandwich.                  Fill plastic eggs with smells or sounds? Using the senses to predict what is inside?</p> <p><b>Incy Wincy Investigation</b>                  Looking at webs – Sparkling on an Autumn morning.                  Which material is best to stick Incy Wincy to the pipe, so he does not get washed away?                  Incy shelters testing how</p>	<p>Identify and name body parts.                   Talk about the human body</p>	<p><b>Seasons –Autumn</b>                  Leaves                  Looking closely at the leaves, colours and shapes (leaf kebab and leaf basket)                  Leaf pictures                  Leaf crown                  Harvest – Brown apples                  How is the Eco Zone changing through Autumn?</p> <p>Texts                  Tap the Magic tree                  Autumn is here                  Leaf Man                  Fletcher and the falling leaves</p>

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	waterproof the shelter is.		
<b>Creative Development</b> Creating with Materials	Painting and printing		
<b>Creative Development</b> Being Imaginative	Role play Home Corner Charanga Music scheme Autumn 1		