






<p><b>Physical Development</b></p> <p><b>Gross Motor Skills:</b> Skills including running, jumping, throwing, catching, balancing and negotiating space in the environment.</p> <p><b>Fine Motor Skills:</b> Handling small and large tools (e.g. Pens, spoons, cutlery, threading, tweezers etc).</p> <p>Hand Washing, using lunch cutlery and talking about ways to be healthy and making healthy choices.</p> <p>Play dough and construction.</p>	<p><b>Launch Day</b></p> <p>Come to school dressed as ‘you’.</p> <p>Activities include Collective artwork, self-portraits, ‘why are you special’ discussion.</p>	<p><b>Characteristics of Effective Learning:</b></p> <p><b>Playing and Exploring:</b> Finding out and exploring, Playing with what they know and Being willing to ‘have a go’.</p> <p><b>Active learning:</b> Being involved and concentrating, Keeping trying and Enjoying achieving what they set out to do.</p> <p><b>Creative and Thinking Critically:</b> Having their own ideas, Making links and Choosing ways to do things.</p>
<p><b>Personal Social Emotional Development</b></p> <p>Making friendships, sharing resources and learning routines.</p> <p>Introduce ‘High Five’ and Safeguarding Hands.</p> <p>Jigsaw PSHE, RHE curriculum. E-safety/PANTS/Pantosaurus.</p> <p>How we are the same and different.</p> <p>Talking about things we like and don’t like.</p> <p>Talking about things that are special to us.</p> <p>Talking about important events as well as celebrations and festivals.</p>	<p><b>I wonder what is special about me?</b></p> <p><b>Reception</b></p> <p><b>Autumn Term</b></p> <p><b>2023</b></p> 	<p><b>Maths</b></p> <p><b>Number:</b> Matching, sorting and comparing objects.</p> <p>Representing, comparing and composition of numbers 1, 2, 3, 4 and 5.</p> <p>Recognising one more and one less in numbers up to 5.</p> <p><b>Measure, shape and spatial thinking:</b> Comparing size, mass and capacity.</p> <p>Exploring Pattern.</p> <p>Recognising circles, triangles, rectangles and squares.</p> <p>Spatial awareness.</p> <p>Recognising night and day.</p>
<p><b>Communication and Language</b></p> <p>Following instructions.</p> <p>Listening, rhyming and circle time games.</p> <p>Retelling stories and sequencing.</p> <p>Talking partners</p> <p>Role play and hot seating.</p> <p>Answering and asking questions.</p> <p>Singing, learning signs and language of the month.</p> <p><b>Nursery Rhymes: See Reading Spine</b></p>	<p><b>Key Themes and books</b></p>  <p><b>Additional Texts</b></p> 	<p><b>Understanding the World</b></p> <p>Forest School, exploring our school grounds – secret garden and playground</p> <p>Discussing families/homes and beliefs.</p> <p>Answering thoughtful questions about science and religion.</p> <p>Using iPads, Interactive Whiteboard and E-safety.</p> <p>Seasons, changes, Harvest and Autumn (Pumpkins), Bonfire Night, Diwali, Remembrance Day, Christmas, Winter Habitats.</p>
<p><b>Expressive Art and Design</b></p> <p>Action songs, rhymes and rhythm games</p> <p>Music in daily routines - ‘tidy up’ and ‘line up’ song.</p> <p>Playing of tuned and untuned instruments during continuous provision.</p> <p>Self-portraits in pen and paint.</p> <p>Watercolours, colour mixing, printing, observational drawings, collage in mixed media, small loose parts pictures</p> <p>Designing and baking birthday cakes, design constructions using graph paper: loose parts building, LEGO, Duplo, junk modelling.</p> <p>Role-play corners and small world.</p>	<p><b>Key Themes and books</b></p>  <p><b>Additional Texts</b></p> 	<p><b>Reading and Writing</b></p> <p>Attempt to mark make focusing on own name.</p> <p>Begin to use correct pencil grip.</p> <p>Give marks meaning. Mark making includes some clearly identifiable letters to communicate meaning.</p> <p>Individual reading and reading for pleasure.</p> <p><b>Little Wandle Letters and Sounds: See Phonics Progression</b></p> <p>Write the initial sound in words.</p> <p>Read, blend and segment CVC words.</p>

