

Reception, Autumn 1 – Being me

The learning environment...

...encourages children to explore and learn through play and hands-on experiences. We use *Development Matters* to build key knowledge and skills throughout the year. Many aspects of *Development Matters* are embedded throughout our daily practice rather than being taught as discrete objectives. Through high-quality interactions, continuous provision, daily routines and a carefully planned learning environment, children continually develop knowledge and skills across all areas of learning. Alongside the specific half-termly focuses outlined in this plan, children are continually developing:

Communication and Language – extending vocabulary, using new vocabulary throughout the day, asking questions, articulating ideas, and using talk to think, solve problems and communicate.

Personal, Social and Emotional Development – developing positive relationships, a sense of belonging, self-esteem, resilience, emotional regulation and independence.

Physical Development – strengthening gross and fine motor skills, coordination, balance and core strength, while developing pencil control and confidence using a range of tools.

Literacy – applying phonics through meaningful opportunities to read, write and communicate using familiar sounds, words and simple sentences.

Mathematics – developing number sense through counting, subitising, mathematical language, and exploring shape, pattern and measure through play.

Understanding the World – exploring the natural world, observing change, talking about what they see, hear and feel, and making sense of the world around them.

Expressive Arts and Design – exploring a wide range of media and materials, creating for different purposes, and engaging with music, singing, dance, drama and imaginative play.

Key texts

With themes of: belonging, emotions, friendships, family, identity

Colour monster	Ruby's worry	Invisible strong
Hello friend	Here's a little poem / Autumn non-fiction	So much

Communication and Language

- Establish 'Time Together' carpet expectations, including listening carefully, taking turns and responding appropriately.
- Develop routines for answering the register and participating in whole-class carpet sessions.
- Learn how to ask for help appropriately and communicate needs within the classroom.
- Follow and respond to simple instructions during routines and learning activities.
- Take part in circle times to introduce ourselves, talk about our interests and feelings, and contribute to PSHE discussions.
- Develop vocabulary related to classroom routines, resources, feelings and emotions, home and family life, and the current learning.
- Develop social communication during lunchtime by holding conversations, asking politely, making choices, speaking with unfamiliar adults and using good manners.
- Engage in daily story times to develop listening, build vocabulary, retell familiar stories and learn rhymes, poems and songs.
- Explore non-fiction texts to develop vocabulary, ask questions and talk about new learning.

Personal, Social and Emotional Development

- Build relationships with new and existing peers through shared play, collaborative activities and exploring the new classroom environment together.
- Establish classroom routines, expectations and a sense of belonging within the Reception community.
- Develop independence in managing belongings, choosing resources, tidying away and following daily routines. This will also include toileting, handwashing and looking after personal belongings.
- Jigsaw PSHE – Being Me in My World
 - Explore what it means to belong and be part of a class.

- Recognise similarities and differences between ourselves and others.
- Begin to recognise and talk about feelings.
- Work together to help make our classroom a happy, safe place to learn.
- Understand the importance of kindness, gentle hands
- Understand our rights and responsibilities.

Physical Development

- Get Set 4 PE – Introduction to PE
 - Develop fundamental movement skills, including running, jumping, hopping, skipping, balancing and crawling.
 - Move safely with increasing control.
 - Develop an awareness of others and objects within a shared space.
 - Change direction, balance, coordinate different body parts, move at different speeds and sustain movement through the theme of Fantasy and Adventure.
- Develop fine motor skills through playdough, handwriting patterns, threading, cutting with scissors, using tweezers, paintbrushes and a range of mark-making tools.
- Develop pencil control, grip and mark-making skills through daily writing and creative opportunities
- Develop independence at lunchtime by using cutlery appropriately, carrying trays and tidying away after eating.
- Develop independence in daily routines by hanging up coats, organising bags and managing personal belongings.
- Develop independence when preparing for Forest School by dressing and undressing, removing and replacing shoes and coats, and managing layers appropriately.

Literacy

Little Wandle Phonics – develop early phonics skills through listening activities, phonological awareness, GPC recognition, blending and segmenting.

- teach the GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f.
- Teach the tricky words is, I and the.
- Recognise GPCs, pronounce phonemes accurately, form letters correctly and identify initial and final sounds through games such as *What's in the Box?*
- Develop oral blending through games such as *Can You Touch Your...?*, *What's That Noise?* and *Can You Do the Action?*
- Practise frequent blending to develop early reading fluency.
- Begin oral and written segmenting for spelling (from Week 5).
- Begin reading practice sessions using decodable books and wordless books.
- Recognise and write own name with increasing independence.
- Develop an understanding that writing carries meaning through mark making, drawing and early writing opportunities.
- Engage in daily story times to develop listening, build vocabulary, retell familiar stories, and learn rhymes, poems and songs.
- Explore fiction and non-fiction texts to develop vocabulary, ask questions and talk about new learning.

Mathematics

NCETM mastering number, White rose

- Count objects, actions and sounds with increasing accuracy, developing an understanding of one-to-one correspondence, stable order and cardinality.
- Develop subitising skills within 3, recognising small quantities without counting and matching different representations.
- Link numerals to their cardinal number value.
- Explore the composition of numbers by recognising that all numbers are made of 1s, with a particular focus on the composition of 3 and 4.
- Compare sets by identifying which has more or fewer, initially by 'just looking' before counting to check.
- Explore shape and spatial awareness through recognising, describing and building with common 2D and 3D shapes.
- Use mathematical language, including more than, fewer than, same and equal to compare quantities.
- Match, sort and compare objects according to different attributes, explaining their thinking using mathematical vocabulary.

Understanding the World (Geography, History, Science & RE)

- Explore the school grounds and wider environment, observing and describing changes in the natural world.
- Develop an understanding of seasonal change by exploring autumn, noticing changes in weather, plants, trees and colours in the environment.
- Collect, sort and classify natural objects such as leaves, conkers and sticks, using descriptive vocabulary to compare them.
- Explore colours through the environment, creative activities and investigations, including colour mixing and discovering how new colours are made.
- Learn about days, weeks and the passing of time through daily routines, calendars and discussions.
- Talk about members of their immediate family and community, sharing experiences and describing people who are familiar to them.
- Guildford diocese curriculum - Who am I, and where do I belong?
 - To explore questions of identity, e.g., 'What makes you special and unique?' and 'How can we value others?', as well as thinking about the different places the children belong (school community, family, friendships etc.).
 - The children should also consider how new babies are welcomed into the world as a way of celebrating the uniqueness of a new life and investigate different ways in which people show they belong, including sharing stories about religious leaders.

Expressive Arts and Design (Art, DT, music and drama)

- Explore, use and refine a variety of artistic techniques to express ideas and feelings, including creating self-portraits, family pictures and experimenting with paint mixing.
- Explore a range of creative materials, tools and processes, making independent choices about how to represent their ideas.
- Develop confidence in singing by joining in with new routines and counting songs, increasingly matching pitch and following the melody.
- Develop imaginative play by creating and extending storylines through role play, including home and shop scenarios.
- Explore construction materials and techniques, making choices about how to build and create.
- Kapow music – exploring sound
 - Develop listening skills and musical awareness by responding to songs, rhymes, musical phrases and sounds, talking about what they hear, and recognising changes in music such as loud/quiet and high/low.
 - Explore and create sounds using their voices, body percussion, everyday objects and instruments, experimenting with different ways to make, copy and combine sounds.
 - Develop confidence in singing, movement and performance by joining in with familiar songs and rhymes, exploring vocal sounds, responding to music through movement and expressing ideas and emotions.