

Reception Planning Autumn 1

Overall Theme: Family



Possible lines of enquiry:

- Transition
- Recycle week
- National Fitness day
- Space week

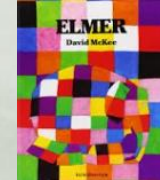
Characteristics of Effective Learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Favourite 5 books



Communication and Language

Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Children will sit on the carpet for a short period of time and show some attention. Children can pay attention to one thing at a time. Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'what does ready look like'. Children following simple 1 step instructions. Children understanding appropriate 'why' questions. Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.

Personal, Social and Emotional Development

Children talk about their feelings to trusted adults or special friends. Children will be comforted by trusted adults when upset. Children listen to an begin to follow the rules and expectation. Children are building new positive relationships with pupils and staff and begin to play alongside others. Children are developing an awareness of themselves and are forming their own opinions. Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most the time at school. They know it is okay to ask for help and will do so.

Physical Development

Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table. Begin to safely use tools and equipment. Children using pencils and other equipment comfortably for them. Children making snips in paper either using one hand or two

Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

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Literacy

Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books. Children can discriminate sounds such as instruments and cars. Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.

Nursery Rhymes



Mathematics

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Children will Subitise within 3, Focus on counting skills. Explore how all numbers are made of 1s. Focus on composition of 3 and 4, Subitise objects and sounds Comparison of sets - 'just by looking' Using the language of comparison: more than and fewer than

Understanding the World

Children talk about members of their family and the relationship to them e.g. Mum, Dad. Children know that you can find out information from different sources Children respect special things in their own lives. Special, teddy, Children can draw a simple map and listen to stories with maps. Children recognise some common signs. Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world.

Expressive Arts and Design

Singing simple well know songs and rhymes, introducing new termly rhymes (favourite five). Describing the sounds they can hear...Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made. Know the names of many colours and use these in their work...Exploring the painting area using it independently or with support using techniques of Artists. Children exploring printing through access to paint to print with their hands and fingers. Children exploring the available materials within the setting. Children exploring loose parts in the class and being shown how they can be used. Children exploring the roleplaying area joining in with familiar pretend play.

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.