

Communication and Language/ Literacy

Writing:

- Write Dance - gross motor skills
- Handwriting patterns - fine motor skills
- Owl Babies - Talk 4 write
- Brown bear, Brown bear- Talk 4 write
- Little Red Hen- talk for writing and harvest
- Range variety of equipment for mark making
- Dominant hand, tripod grip, mark making,
- Writing initial sounds. Use initial sounds to label characters / images. Silly soup. Names Labels.
- Writing for a purpose in role play

Listening, Attention, Understanding and speaking:

- Summer time diary - Speaking and listening.
- Discuss, describe and share a variety of books.
- Making a class rules poster, modelling of routines such as 'Good morning' and following instructions (tidying away).
- Settling in activities such as routines, making friends, introducing ourselves.

- Singing Nursery rhymes

Word Reading, Comprehension:

- Phase 1 consolidation from nursery and baseline.
- Introduction of Phase 2 sounds - Little Wandle
- Listening walks, rhymes, songs, poems, stories, what makes the children and their families special.
- I can show a preference for a book, song or rhyme.
- Whole class guided reading and writing sessions for baseline.
- Word of the day - vocabulary focus
- I can handle books correctly and follow print left to right, top to bottom
- I can locate the title
- I can segment and blend words orally
- I can recognise words that rhyme
- Nursery rhymes

Inclusive texts to share: Lubna and pebble, It's ok to be different and We are Family



PSED/PSHE:

British Value: Mutual Respect

We are all unique.

We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.

BLP: Ready

School Value - Listening

Circle time Focus JIGSAW:

Being Me In My World

- Self-identity
- Understanding feelings
- Being in a classroom
- Being gentle
- Rights and responsibilities

PSED:

Establish positive relationships with all key people, establish routines, class rules, consequences, hygiene. Self-register with name labels, communicate about home, playing together, sharing, helping each other. Getting used to school - going on a treasure hunt- finding toys around the school, working together, playground games.

Reception Term 1

General theme: Sing me a nursery rhyme!

Expressive art, music and design:

Art theme KAPOW: Drawing and painting!

- Beginning to mix colours
- To understand that adding colour will have an effect to the paint.
- Drawing/painting a self portrait
- To draw a self-portrait (enclosing lines): draw definite features

Charanga: Exploring sounds and voices. 'Me'

- Exploring sounds and how they can be changed.
- Tapping out of simple rhythms.
- Play pitch-matching games, humming or singing
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue

Additional:

- Drama through Talk4 Write.
- Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue

Extra Activities/Continuous Provision :

'Nursery Rhyme Challenge' for parents.

Starting school / my new class /My Family / PSED focus /relationships/feelings

What am I good at?

Rules for the classroom

Little Red Hen -Harvest

Making bread

National Poetry Day 7thOct

Re-cycle week 20th-26thSept

International day of peace 21stSept

Space week 4th-10thOct

Black history month Fri 1stOct-Sunday 31stOct -Celebrating:

Rosa Parks, Marsha P JohnsonandMartin Luther King.

Nursery rhyme challenge.

Introduction of areas:

Sand, Water, Role Play, Kitchen, Art, Music, Stage, Fine motor, Curiosity table, ball games, Construction Area and Small World Area.

Maths:

- Number and Numerical patterns.
- Number songs and rhymes.
- X2 weeks: baseline/getting to know you
- Gellmen and Gallistel counting principles.
- Counting and labelling numbers. One to One correspondence, stable order, order irrelevance, cardinality rule and abreaction.
- From Week 3 White Rose Maths:

Matching

Sorting

Comparing amounts

Compare size/mass/capacity

Exploring pattern and number patterns

Looking at birthdays and how many children are in school.

Pictograms and charts: Eye colour, hair colour, how many, Favourite food, height, measure height using blocks?

PE:

(Gross movements)

Introduction to PE

- Theme: Witches and wizards- To move safely and sensibly in a space with consideration of others.
- Theme: Pirates - To develop moving safely and stopping with control.
- Theme: Mythical creatures - To use equipment safely and responsibly.
- Theme: To the castle - To use different travelling actions whilst following a path.
- Theme: Superheros - To work with others co-operatively and play as a group
- Theme: Monsters - To follow, copy and lead a partner

Fine motor activities:

Threading, cutting, weaving, playdough, Fine Motor activities.

Manipulate objects with good fine motor skills

Draw lines and circles using gross motor movements

Hold pencil/paint brush beyond whole hand grasp, Pencil Grip

Taking shoes off and putting them on

Understanding the world:

RE:

Creation

Why is the word 'God' so important to Christians?

- To know that the word 'God' is a name.
- Who are Christians?
- What is the Bible?.
- Who do Christians believe made the world?
- Why do Christians call God an amazing creator?

Looking at the 5 senses.

Growing and changing - recording our first heights.

What is special about different families - people and communities? Civilisation

Summer time diaries

Identifying family. Commenting on photos of their family, naming who they can see and of what relation they are to them.

I can describe and draw people who are familiar to me, Show interest in the lives of other people who are familiar to me.

I can recognise that people have different beliefs and celebrate special times in different ways.

Can talk about what they do with their family and places they have been with their family.

Name and describe people who are familiar to them,

I can talk about things I have observed such as seasons (Autumn)

I can ask questions about aspects of my familiar world such as the place where I live or the natural world.

I can talk about why things happen: making bread, Black history month focus, Which people are special and why?, Being special: where do we belong?, Belonging to family/Charlton family and looking into the celebration of Diwali

Computing:

What is an electrical device?

Identify everyday technology: links to technology at home

-understand that 'output' is the result of a trigger (pressing the play button)

-talk about how everyday technology is controlled and how to manage technology.

SMART RULES:

To tell an adult if they see something on a digital device that upsets them to turn it off and tell an adult.

To know not to give out any information about themselves to know that not

Characteristics of Effective Learning

Playing and exploring:

Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning:

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically:

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child:

Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships:

Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.