

## PSED

- Introduction to and experience new areas such as classroom, The Orchard Area, outdoor, dining hall (dinner), new toilets. Understand expectations and behaviours in these areas.
- Develop our class charter; understanding what it is, what represents and how we all play a part in the charter (teachers, children etc).
- Settle into new routines in Reception; busy time, outdoor time, dinner time, Forest Friday.
- Opportunities to build relationships—both with old and new friends/children joining Reception. Model conversations, suitable questions to ask and correct ways to play/share/turn take.
- Begin to understand how to control feelings and emotions and apply own personal strategies to return to calm.
- Begin to understand that their friends/peers may be feeling a different emotion to themselves and be sensitive to this (upset, crying, feeling angry etc).
- How can we look after the environment? Discuss why we should care for our different environments—littering, rubbish etc. Is this a good or bad choice?
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## Mathematics

- Learn and explore about a new number each week; exploring how it can be represented using fingers, manipulatives etc in different ways.
- Recognise numbers 1-5 and spot numbers of personal significance (birthdays/ages, house number etc, Hi'5').
- Counting rhymes and songs; using songs which discusses 1 more, 1 less (taking away).
- Matching equal and unequal sets
- Comparing objects and sets; which has the most? Which has the least? Can we make them the same? How many are there together?
- Subitising. Recognising an amount without needing to count—a line of 3 dots being '3', a 'hi5' representing '5', a pair of socks representing '2'.
- Ordering objects and sets; biggest to smallest/smallest amount to biggest amount. 1 object, 2 objects, 3 objects etc.
- 2D Shapes—combine shapes to make new ones, select shapes for appropriate tasks (triangular prism for roof), talk about the features of shapes such as round and tall.
- Recognise, describe, copy and extend colour and size patterns; discuss patterns on clothes, stripes, patterns for superhero capes.
- Estimate and check by counting.

✓Applying personalised strategies to return to a state of calm

## Physical

- Work on gross and fine motor skills through dough disco, handwriting and funky fingers.
  - Be encouraged and modelled how to take safe risks.
- Learn about keeping healthy and how some foods can be healthy, unhealthy and a bit of both, sorting items of food into healthy/unhealthy.
  - Develop and hold pencil/paint brush beyond whole hand grasp
  - Join in and play cooperation games i.e. parachute games
- Use the climbing and outdoor equipment to develop balancing and gross motor control.
  - Experiment and explore different ways of moving to be explored
- Encourage children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.
  - Be encouraged to try a range of snack, including fruit and vegetables.
  - Continue to practise dressing and undressing independently.
- Mighty Warriors (Yoga weekly sessions) Develop overall body strength, co-ordination, balance and agility.

## Communication & Language

- Settling in activities; introduction of new children and new friends.
- Rhyming and alliteration activities to help children remember other children's names.
- To listen and join in with a range of (familiar) stories.
- Develop listening and attention skills during carpet time, busy time and story time.
- To be given simple one and then two step instructions to follow.
- To play Phase 1 phonics games to develop listening skills (environmental sounds/alliteration).
- Opportunities for roleplay that is child initiated as well as adult modelled.
- To sequence stories and follow stories without pictures.
- Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

Superhero, superpower, costumes, mask, helping, rescuing, friendship, enemy (bad guy), right/wrong (choices), vet, doctor, fireman, police man, teachers, helpers, adults,

## Vocabulary

# What is a Superhero?



Autumn 1

7 weeks

## Understanding the World

- Use talk sessions to talk about themselves and learn about similarities and differences as well as our home lives.
- Opportunities to promote discussion about home / themselves.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Meet the school community and see relevant parts of school (hall, outside, toilets)
- Learn about similarities and differences around us. Draw information from a simple map
- Explore taking photos of their friends / themselves on the iPads.
- Use ICT to capture images.
- Use the interactive whiteboard/computers for simple age appropriate games and activities.
- Explore push / pull toys in sand pit and small world.
- Superhero Headquarters for roleplay area.
- Read Michael Recycle and learn about recycling. How can we help the environment?
- Listen to the story of Jesus calming the storm (Matthew 8) and how we can incorporate this message into our own lives. Emotions/feelings—who is in your boat to help you be calm?
- Introduction to 'Forest Friday' - rules, routines, exploration whilst discovering the natural world (see, hear & feel).

## Literacy

- Mark making opportunities, practicing name writing and letter formation. Use magnetic letters to support letter recognition and familiarity.
  - To develop and consolidate Phase 1 phonic knowledge with games (focusing on alliteration, rhyming and environmental sounds).
  - To create labels using initial sounds to describe pictures, drawings etc.
- To begin learning phase 2 sounds: Phase 2 - s,a,t,p,l,n,m,d,g,o,c,k, (l), use phonics games and activities to support previous/new sounds learnt during daily phonics sessions.
- Encourage reading of CVC and CVCC words by blending sounds together.
- To work on gross and fine motor skills through dough disco, name writing and 'funky fingers' activities. Use tools such as tweezers, scissors, pencils, threading tools to develop this.
- Be able to talk about and retell familiar stories and our focus texts, retelling key events.
- Explore a range of fiction and non-fiction texts. Begin to understand difference between fiction/non-fiction (entertain/give information).
- **Focus texts:** Nat Fantastic, Supertato, Max, Michael Recycle, Ten Little Superheroes, People who help us.

## Characteristics of Effective learning

### Playing and Exploring

- **Playing with what they know:** Pretending objects are things from own experiences.
- **Being willing to have a go:** Initiating activities. Showing a 'can do' attitude.

### Active Learning

- **Being involved and concentrating:** Maintaining focus on activities. Showing high levels of fascination and energy.

### Creating and Thinking Critically

- **Having their own ideas:** Thinking of ideas.
- **Making links:** Making links from their own experiences.

## Expressive Arts & Design

- To learn and sign new nursery rhymes.
- To go on sound hunts, exploring environmental sounds.
- To make self-portraits in various mediums – loose parts, pencil, paint, playdough.
- To learn about colour, including mixing and completing activities to practice the skill.
- To learn about our Key Designer and Artists; what they created/were known for. Representing designs using our own ideas.
- Superhero Headquarters—using as an opportunity to create storylines and scenarios during play.