

### Personal, Emotional & Social Development

- Develop a sense of well-being within the classroom by separating happily, talking about self in positive terms (use of CofEL) and expressing needs and wants readily
- Begin to share and compromise with others during classroom activity
- Begin to know and follow Golden Rules and the routines in class
- Begin to seek help from adults and other children when necessary
- Begin to access the learning environment appropriately by planning and engaging in purposeful self-selected and adult led learning

CC Play alongside others co-operatively, have confidence to speak in a group

### Mathematics

- Count for purpose and match number of objects to correct numeral (harvest produce, autumn leaves, own fascinations)
- Recognise numerals to 10 and pick out the corresponding numicon piece
- Begin to form numerals to 10 accurately in adult led and as part of continuous provision
- Count forwards and backwards to 10, order numbers (extend where appropriate) and use counting rhymes and songs
- Recognise 2D shapes (triangle, square, oblong, circle, extend to oval and pentagon where appropriate)
- Describe shapes referring to number of sides, corners
- Describe and make repeating patterns
- Describe and follow instructions to show understanding of positional language (link to Rosie's Walk)

CC Count items with 1:1 correspondence accurately, group items by a chosen criterion

### Understanding the World

- Talk about and explore ourselves and people who are important to us encouraging children to recognise, verbalise and embrace similarities and differences. **What's the same/different about our families?**
- Explore 'belonging' in relation to the children's experiences (family, class group etc.) through discussion, fiction and non-fiction texts. **How does it make you feel to belong?**
- Explore changes when baking bread
- Explore changes of late summer into autumn, collect and investigate a range of natural materials
- Find out about harvest and explore machinery used to aid the harvesting process
- Use a range of computer applications to support learning and discovery (internet research, computer art)

CC Ask how and why questions, answer problem solving questions

### Physical Development

- Understand the importance of regular hand washing and wash and dry hands with independence
- Put on own coat and other outdoor clothing independently and learn to fasten with adult support
- Manage own toileting personal hygiene
- Have an established left or right hand dominance
- With close adult support, develop effective grip and use of a range of fine motor resources (pencils, scissors, paint brushes, tweezers etc.)
- Begin to use anti-clockwise movements and vertical lines when forming letters with adults and as part of continuous provision
- Use a range of gardening tools safely to help maintain outdoor areas (including harvesting, cutting back and planting)
- Begin to negotiate space by playing racing and chasing games (stuck in the mud, duck, duck, goose etc.)
- Explore different movements and body shapes through Autumn related dance and children's own fascinations

CC Developing a tripod grip, independent toileting and hand hygiene

### Reception Medium Term Plan Autumn 1 2020

Myself, My World and Feeling Fine!

Autumn

Harvest

Outdoor learning opportunities

Philosophy for Children/enquiry questions



### Communication & Language

- Develop, explore and extend vocabulary relating to Autumn, harvest our bodies, our emotions and children's own personal fascinations
- Listen to, talk about and re-tell Autumn, Harvest and emotional literacy stories and rhymes, encouraging children to use a range of tenses with growing accuracy
- Encourage children to express their curiosity through how and why questions in adult led activity and as part of continuous provision
- support and encourage critical thinking – **What does this sound mean? What will happen if..? How will this action make me or someone else feel?**
- Practise and extend personal ability to maintain concentration in whole class, adult led or self chosen activity

CC Listen in group situations, develop narratives in play

### Expressive Arts and Designs

- Use lines in drawings to create a desired effects (self-portraits, drawings to own fascinations)
- Explore colour in relation to mood linked to fiction read together – **How does this colour make me feel? Which colour matches my feeling?**
- Use autumn colours as a stimulus for colour mixing and painting
- Use autumn treasures as a stimulus for exploring textures (crunchy, spiky, rough, hard, soft)
- Use autumn treasures to combine different media to create effects (autumn animals, self portraits, autumn scenes or to own fascinations)
- Use a range of joining and shaping equipment and techniques as part of adult led and continuous provision (scissors, sellotape, masking tape, ripping, gluing etc.)
- Learn songs and rhymes related to class themes
- Explore role-play and small world play related to class themes

CC Developing own narratives and fascinations in play

### Literacy

- Enjoy a range of literature related to class themes and own fascinations
- Use relevant story book language when exploring books read as a whole class including the setting, the characters and the main events
- Begin to hear, say and write initial sounds in words
- Begin to recognise and form RWI set 1 sounds
- Engage in rhyming activities and extend rhyming strings
- Begin to read a small bank of 'red words'
- Begin to segment, read and write CVC words (as appropriate for ability)
- Trace or write own name using an effective tripod pencil grip
- Begin to use writing within continuous provision to communicate meaning

CC: Using writing in play and assign meaning to marks made, recognising and writing own name, orally blend 3 syllable words

### **Child-Led Topics and Activities**

Other topics and activities may be used in response to children's interests. All adult-led topics may be adapted or removed depending on the responses of the children.

### **Mastering the Curriculum**

Core Mathematical and Communication and Language skills will be central to all adult led activities and adult intervention within child initiated exploration and play.

### **Class Theme Related Literature**

The Colour Monster  
While We Can't Hug (Youtube)  
Worrysaurus (Rachel Bright)  
The Invisible String (Patrice Karst) (Youtube)  
Leafman  
Rosie's Walk  
The Little Red Hen  
The Tiny Seed

### **Class Theme related Songs and Rhymes**

Oats and Beans and Barley Grow  
Autumn Leaves are Falling Down (tune of London Bridge)  
The Leaves on the Trees Come Falling Down (Twinkl)  
Conkers  
Mr Scarecrow  
Big Red Combine harvester