



## Prime Areas: Autumn One

### As communicators, speakers and listeners our children will: (Communication and language)

Skills to develop:

- Sing a large repertoire of songs.
- Know many rhymes.
- Be able to talk about familiar books.
- Be able to tell a long story.
- Use longer sentences of four to six words.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.

**Types of quality first teaching:** Word Aware sessions – learning new vocabulary and concepts. 'Voting' Story station and regular story times.

**Activities and Experiences:** The following activities and experiences will support the development of children's spoken language: Tapestry Show and Tell Time, Small Circle Times, Social Groups, NELI programme for identified children.

Our curiosity cube will inspire and provoke discussion linked to our topic.

Word Aware: Our goldilocks and step on words will be identified for the topic. This vocabulary is identified on our knowledge organiser.

### As our "Fantastic Growing selves" our children will: (Personal, social and emotional development)

Skills to develop:

- Develop their sense of community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Play with one or more other children, extending and elaborating play ideas.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Talk with others to solve conflicts.
- Select and use activities and resources, with help when needed.
- Be increasingly independent as they get dressed and undressed.
- Become increasingly independent in meeting their own needs.
- Use large motor skills to do things independently.

**Types of quality first teaching:** Circle times, friendship stories, songs, rewards and positive praise boards.

**Activities and Experiences:** PSED is developed through the following activities: Circle Times, Friendship Stories, Class Rewards, Calm Corner Provision.

## Specific Planned Content Across The Curriculum

### As movers and shakers our children will: (Physical Development)

Skills to develop:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Match their developing physical skills to tasks and activities in the setting.
- Choose the right resources to carry out their own plan.
- Collaborate with others to manage large items.
- Start to eat independently and learning how to use a knife and fork.
- Shows preference for a dominant hand.

**Types of quality first teaching:** Spiral PE teaching, dough disco, brain breaks and Music Express teaching.

**Activities and Experiences:** Funky finger challenges. Climbing Frame, 'Big' Construction, 'Small' Construction, Painting Wall, Dough disco

**Enhancements to provision to develop specific skills will be linked to the topic.**

In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content:

P.E. – Spiral (Weeks 1 → 7)

Music – Music Express – Unit: Special People

RE – Leeds Agreed Syllabus – Unit: Where do we live and who lives there?

Computing – Range of Mini Mash Activities



## Specific Areas: Autumn One

### As Writers and Readers our children will: (Literacy)

- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

**Types of quality first teaching:** Shared stories and books, name writing, sound spotting, letter recognition activities, Phase One Phonics Bugs activities.

**Types of provision:** Mini Mash name writing games, sand and salt trays, roll out paper, notebooks and pens, painting wall, phonics games and challenges, such as bingo, word hunts and obstacle courses.

**Types of Texts:** I'm Special, I'm Me, No Dragons for Tea, Paddington Goes to Hospital, You can't call an Elephant an emergency! People who help us: Police, People who help us: Firefighters, People who help us: Doctors.

### Specific Planned Content Across The Curriculum

### As Mathematicians our children will: (Mathematics)

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.

**Types of quality first teaching:** White Rose Maths input activities (Getting to know you!), Introduction of the Number Blocks and Maths Mastery, NCTEM counting activities.

**Types of provision:** White Rose Maths and NCTEM enhancing provision activities, Mini Mash Maths Games, natural loose parts, access to all Maths resources in play.



## Specific Areas: Autumn One

### As children of the world our children will: (Understanding of the World)

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world
- Talk about the differences they have experienced or seen in photos
- Talk about what they see, using a wide vocabulary (seasons)

**Types of quality first teaching and provision:** Circle time, show and tell, language modelling from all practitioners,

Talking about photographs and memories, Talking about where we live and where our families live., Investigating our local area.

### Specific Planned Content Across The Curriculum

### As explorers and creators our children will: (Expressive Arts and Design)

- Using simple line to draw families & houses.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Show different emotions in their drawings and paintings.
- Explore, use and refine a variety of artistic effects
- Explore colour and colour-mixing
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Play instruments with increasing control to express their feelings and ideas

**Types of quality first teaching and provision:** Music Express Unit Special People, Autumn collages , Conker printing, Drawing a self portrait, Family pictures



Year: Reception Term: Autumn One Topic: "Me and My Community"



## PE: Threshold Concepts (Highlight focus areas for Half Term)

### Reception and KS1

| Agility                                                                                                 | Balance                                                                                                                                            | Co-ordination                                                                                        |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Body Awareness<br>Dodging and Evading<br>Flexibility and Movement<br>Reaction<br>Rotation<br>Travelling | Balancing Equipment<br>Dynamic Balance<br>Generating Force Through Transfer of Weight<br>Points of Contact<br>Static Balance<br>Understanding Base | Combination of Skills<br>Differentiating Force<br>Organising Limbs<br>Receiving<br>Sending<br>Timing |

## Curriculum Drivers

| Core Values                                                                                                          | Knowledge and Long Term Learning                                                                                                                                                                       | The Greats                                           | Diversity and Community                                                                        |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------|
| This half term there will be a whole school focus on Mutual Respect through assemblies, circle and discussion times. | We will revisit our learning throughout this half term with the use of knowledge organisers and quick quizzes. We will also continue our Word Aware sessions, learning a wide range of new vocabulary. | This half term, we will study the author Sue Hendra. | This half term in our RE lessons, we will learn about where we live and what makes it special. |