



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 – Kapow- Exploring Sound

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; Match, sort and compare; Talk about measure and patterns), 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 Dodging and Evading Flexibility and Movement Reaction Rotation Travelling	Balancing Equipment Dynamic Balance Generating Force Through Transfer of Weight Points of Contact Static Balance Understanding Base	Combination of Skills Differentiating Force Organising Limbs Receiving Sending 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.