

Communication and Language

- Talk about themselves and describe interests
- Classroom rules
- Make class book – 'knock, knock who's there someone beginning with..'
- Discussions about families, pets
- Family Tree
- Formulate questions to ask the people who help us.
- 'I can..' speech bubbles.
- Senses – Using language to explain smell, texture, taste, sound etc.
- Rhyming pairs
- Action songs – Head, shoulders, knees and toes etc.
- Differences between others.
- Myself booklets – family, pets,
- Favourite foods, colours.
- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during



Mathematics

- Counting fingers and toes.
- Number songs.
- Compare hand sizes.
- Things that are bigger than me / smaller than me.
- Order children by height.
- Order socks.
- Different sized clothes, socks, hats.
- Patterns on clothes.
- Hair colour / Eye colour – sorting.
- Use 2D shapes to make a person.
- Most / least popular fruits.
- Timeline of daily routines.

Literacy

- Letter formation activities.- using pens, paint, sand.
- Name recognition activities – matching name to photo.
- Jolly Phonics
- Guided Reading
- Lots of Phase 1/2 phonic activities – recap tuning into sounds.
- Naming and labelling body parts – draw around a child and label.
- Use information books to find out about our bodies.
- Texts – Nursery Rhymes, How do I put it on?, Titch, Owl babies, My Body
- Read individual letters by saying the sounds for them.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet
- Write recognisable letters, most of which are correctly formed.

Reception Class - Medium Term Planning Autumn 1 2021

Personal, Social and Emotional Development

- RE – Which stories are special and why?
- Formulate class rules together – discuss consequences of breaking rules.
- Friendships
- Family photographs – similarities and differences.
- Personal hygiene – make posters to display in the classroom.
- Caring for a baby – consider babies needs.
- Establish class routines / safe use of the areas.
- Safe/unsafe objects at home – reinforce through role play
- Caring for ourselves and each other – doctors role play area, healthy eating, exercise.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others, regulate behaviour accordingly.
- Work and play cooperatively and take turns with others
- Give focused attention to what the teacher says

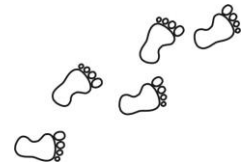
All About Me

Understanding the World

- Naming body parts.
- Experimenting with bodies – How fast can you run? How high can you jump?
- Looking at height, hair colour, skin, colour of eyes.
- Looking after ourselves.
- Growth – Body changes, Life cycles
- Skeleton.
- Clothing suitable for hot / cold weather.
- People from different cultures/ dress the bear
- Daily routines.
- Importance of healthy eating and exercise – Taste different foods.
- Senses – blindfold games,
- Cooking – gingerbread people, round biscuits as a face, healthy snacks - fruit kebabs, fruit smoothies.
- Harvest – Bake bread.
- Autumn – Focus on seasonal colours, clothes, trees.
- Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.
- Name and describe people who are familiar to them.
- Know some similarities and differences between in the past and now.
- Explore the natural world around them., making observations and drawing pictures of animals and plants.
- Important changes and Seasons

Physical Development

- Moving in different directions.
- Starting and stopping on a signal games.
- Travel using different body parts.
- Action songs.
- Discuss effects of exercise after PE.
- Fine motor control – finger painting, dress dolls, zips, fasteners, patterns, scissors.
- Threading beads,
- Malleable
- Sewing activity
- Hygiene - Wash hands, brush teeth etc.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene
- Develop fine motor skills- holding pencil correctly, using scissors etc
- Coordination: Footwork Static Balance One Leg



Expressive Arts and Design

- Models of themselves.
- Make puppets of themselves and their families.
- Peg People
- Masks
- Paint portraits using mirrors – recap colour mixing.
- Draw family portraits focusing on scale.
- Draw around each other – add features.
- Handprints / Footprints.
- Use different body parts to make textures eg. bubble painting.
- Take digital photographs of each other.
- Collect pictures of people to create a collage.
- Healthy eating – Plate collage.
- Make Harvest Mosaic
- Create posters recommending healthy lifestyles.
- Action songs related to body parts
- Explore ways of making sounds using the instruments.
- Body sounds.
- Role Play Area – Indoor – House & Baby Clinic Outdoor – Cafe.
- Develop storylines in their pretend play.