

**Reception Class Autumn Plan**

*At Ordsall Primary School our vision is for all pupils to play, learn and grow together*

**Autumn Topic – Play**

**Prime Areas**

<p align="center"><b>7 Areas of Learnings in EYFS</b></p>	<p align="center"><b>What are children going to learn?</b></p> <p align="center"><b>Objective/ Skills (taken from the EYFS Reception progression map)</b></p> <p align="center"><b>By the end of Autumn 2 children in Reception Class will be able to:</b></p>	<p align="center"><b>Key Vocabulary (taken from whole school subject progression maps)</b></p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>I can express my feelings.                      I can think about the perspective of others.                      I am beginning to moderate my own feelings socially and emotionally.                      I can listen and do.                      I can follow instructions with two actions.                      I see myself as a valuable individual.                      I can follow classroom rules with some reminders.                      I can manage my own needs - personal hygiene.                      I can work and play with individuals or as a group, sometimes with support.                      I am beginning to build relationships with adults and friendships with peers.                      I can say what I want or need.</p>	<p>Feelings – happy, sad, angry, cross, upset, excited, nervous                      Friend, friendship, team, sharing, kind, gently                      Hygiene – clean, healthy</p> <p>Feelings - mad, worried,                      Listen                      Hygiene – toilet, wipe, flush, wash hands, germs                      Help                      Class, classmates, teacher, adults                      I want... I need...</p>
<p><b>Communication and Language</b></p>	<p>I understand how to listen carefully and why listening is important.                      I can engage in story times.                      I can engage in non-fiction books.                      I can understand and answer what, who, why?                      I am beginning to ask questions to check I understand what has been said to me.                      I am developing social phrases in my conversations.                      I can learn new vocabulary.                      I can use new vocabulary through the day.                      I can listen carefully to rhymes and songs, paying attention to how they sound.                      I can learn rhymes, poems and songs.                      I can connect one idea or action to another using a range of connectives.                      I can articulate my ideas and thoughts in well-formed</p>	<p>Listen                      Join in                      What? Who? Why?                      Social phrases – hello, good morning, good afternoon, goodbye, Happy Birthday, please, thank you, can you help me?</p>
<p><b>Physical Development</b></p>	<p>I can combine different movements with ease and fluency, showing some awareness of space and obstacles                      I can develop overall body-strength, balance, co-ordination and agility.                      I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Athletics – skip, hop, walk, run, jump, throw, roll, crawl, climb</p>

	<p>I can revise and refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>I can use my dominate hand to learn to form lower case letters accurately.</p> <p>I can further develop the skills I need to manage the school day successfully: - lining up and queuing – coming indoors.</p> <p>I can independently put on my coat and fasten it up.</p> <p>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>I can draw a picture of myself, drawing a closed circle for a head, adding eyes and a mouth.</p>	<p>Games – throw, catch, kick, pass, hit, target, balance, partner, team</p> <p>Sitting on the carpet – sit comfortably, legs crossed, hands in laps, looking, listening, quiet</p> <p>Sitting at a table – back to back of chair, tummy to table, feet on the floor</p> <p>writing hand (dominate hand)</p> <p>head, eyes, mouth, me</p>
<b>Specific Areas</b>		
<b>Literacy</b>	<p>I can listen to and talk about stories describing the main events, characters and setting in a story.</p> <p>I can begin to retell stories I am familiar with.</p> <p>I can listen to and join in with key words, actions or phrases in stories read to me.</p> <p>I can engage in conversations about rhymes and poems, using some recently introduced vocabulary.</p> <p>I can engage in conversations about stories and non-fiction books, using some recently introduced vocabulary.</p> <p>Aut 1- I can read some individual letters by saying the sounds for them.</p> <p>I can read all RWI Set 1 single sounds.</p> <p>I can identify the initial sound for words.</p> <p>I can orally blend CVC words.</p> <p>I know that print has meaning and purpose.</p> <p>I can identify the title of a book.</p> <p>I can look at/read a book (words, sentences, pages) in the correct direction, left to right, top to bottom.</p> <p>I can point and look carefully at each letter/word as I look at/read a book.</p> <p>I can write some lower-case letters correctly.</p> <p>Aut 1 - I can use letter like shapes or known letters to represent words/ write words.</p> <p>I can write the initial sound for a simple word e.g. c for cat, d for dog.</p> <p>I can write my first name.</p>	<p>Letter, sound, blend</p> <p>Stories – who (characters), what (events), where (setting)?</p> <p>Listen</p> <p>Join in</p> <p>Books – title, author, illustrator, blurb</p> <p>Phonics, letter, sound, word, blend, read</p>
<b>Maths</b>	<p>I can count objects, actions and sounds to 5.</p> <p>I can count orally to 5.</p> <p>I can count 1:1 objects to 5.</p> <p>I can recognise numbers to 5.</p> <p>I can order numbers to 5.</p> <p>I can explore the composition of numbers to 5.</p> <p>I can confidently subitise to 3.</p> <p>I am beginning to understand how numbers are made – part, part, whole – for numbers to 5.</p> <p>I can verbally count to 10.</p> <p>I can compare numbers to 5.</p> <p>I can link the number symbol (numeral) with its cardinal number value to 5.</p> <p>I understand the ‘one more than/one less than’ relationship between consecutive numbers to 5.</p> <p>I am beginning to understand the one more/one less relationship with numbers to 5.</p> <p>I can use a 5 frame.</p> <p>I can share a quantity to 5 equally.</p> <p>I am able to use a number line to 5.</p> <p>I can select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>I can identify 2D shapes - square, triangle, rectangle, circle.</p>	<p>Circles, hexagons, square, rectangles, triangles</p> <p>Number names 1, 2, 3, 4, 5</p> <p>Count, careful counting, touch to count</p> <p>Order</p> <p>Subitise</p> <p>Part, part, whole</p> <p>Number names 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>More than, less than</p> <p>5 frame</p> <p>Share</p> <p>Number line</p>

<p><b>Understanding the World</b></p>	<p>I can name and describe people who are familiar to me.  I can talk about members of my immediate family and community.  I can comment on images of familiar situations in the past.  I talk about pictures from the past making comparisons to today.  I can talk about the place I live, what I see, places I go.  I can look at a simple map of the area.  I can draw a simple map e.g. my route to school.  I understand that some places and celebrations are special to members of my community e.g. celebrating Diwali and Christmas  I can listen to stories and look at non-fiction books to learn about similarities and differences between life in this country and in other countries.  I show an interest in looking at a simple map.  I can explore the natural world around me.  I can identify features of my immediate environment.  I can talk about Autumn.  I can understand the effect of changing seasons on the natural world around me e.g. Summer changing to Autumn.  I can identify different types of weather.  I can describe different materials such as wood, plastic, metal, glass and the textures e.g. hard/soft, rough/smooth.</p>	<p>Special, person, friend, family, mum, dad, brother.  Sister, step-dad, step-mum, grandma, grandad, auntie, uncle, cousin  Past, present, local community, Ordsall, Retford, home, street, jobs, classroom, different, same, soldiers, police officers  Religion, special books, special places, special stories, prayer  Christianity – Christmas, bible, church, Jesus  Non-religious  Address, street, garden, pavement, town, country  Season, weather, environment</p> <p>House, school, class name  same, different  Map, route  Country  Season names – summer, autumn, winter, spring  Time of year weather words – sun, rain, cloud, wind  Wood, plastic, metal, glass  Hard, soft, rough, smooth</p>
<p><b>Express Arts and Design</b></p>	<p>I can explore, use and refine a variety of artistic effects to express my ideas and feelings.  I can create creations using available resources.  I can develop storylines in my pretend play when role playing.  I am beginning to invent narratives and stories using small world equipment like animal sets, dolls and dolls houses, blocks etc.  I can sing in a group or on my own, increasingly matching the pitch and following the melody.  I can explore and engage in music making and dance, performing solo or in groups.  I can listen attentively, move to and talk about music, expressing my feelings and responses.</p>	<p>Drawing – line, picture, artist, thick, thin, pattern  Sculpture – fasten, hole, tube, hole punch, malleable,  2d/3d shape model, plan, masking tape  Design and make – cut, stick, make, cardboard, paper, plastic, tube, box, cellotape, join, glue, blue tac, scissors, play doh  cut, stick, build  sing, song, dance, clap, nursery thyme, beat  listen, hearing, feeling, thoughts, like/dislike, ideas, instrument</p>

## Reception Class Autumn 1 Plan

*At Ordsall Primary School our vision is for all pupils to play, learn and grow together*

### Autumn Topic – Play

#### How will children learn?

Possible Themes & Interests Linked to objective/ skills	All About Me	My Family	Occupations	Where I live – my home, my school, my town	Autumn
<p><b>Key Texts for teaching and learning sessions and focused story time</b> (key text read 2/3 times a week)</p>	<p>I love Me! by Marvyn Harrison – self, strengths, likes, similarities</p> 	<p>In Every House on Every Street by Jess Hitchman – families, homes, similarities and differences</p> 	<p>When You're Fast Asleep – Who Works at Night-Time? By Peter Arrhenius - occupations</p> 	<p>Little Red Riding Hood traditional tale – family, route/map</p> 	<p>The Leaf Thief by Alice Hemming and Nicola Slater - Autumn</p> 
<p><b>Poems and Rhymes across the term</b></p>	<p>Little Puffin Book - poems and rhymes Nursery Rhyme Time Oi Dog and Friends Collection</p>				
<p><b>Books Following Possible Themes – story time</b></p>	<p>All Welcome Here by Alexandra Penfold</p> 	<p>New Baby by Sarah Shaffi and Isabel Otters</p> 	<p>Real Superheroes by Julia Seal.</p> 	<p>Martha Maps It Out by Leigh Hodgkinson</p> 	<p>Little Goose's Autumn by Elli Woollard</p> 
<p><b>Visits/Visitors/ Special Event Days</b></p>					<p>Autumn Walk in school grounds</p>

**Prime Areas**

**Intentions and Outcomes to be covered across the term**

**Personal, Social, Emotional Development**

- Establishing rules and expectations
- Establishing routines
- Modelling use of provision – how to choose, how to use and how to put away
- Listen to others carefully
- Follow classroom instructions
- Manage own personal hygiene – toileting and hand washing
- Form relationships with adults and peers
- Work and play with individuals or as a group, sometimes with support.
- I can say what I want or need.

**Communication and Language**

- Listening to the teacher and to others.
- Listening to stories.
- Engaging with stories
- Answering questions – what, who, why?
- Asking questions to check understanding
- Use social phrases when talking to peers and adults
- Learn new vocabulary
- Learn rhymes, poems and songs in nursery rhyme time and singing with Mr Starr
- Speak in sentences when talking to others

**Physical Development**

- Classroom routines – lining up, queuing
- Putting on and fastening coat
- Getting changed for PE routine
- Weekly PE slot covering Autumn objectives
- Revise movement skills (progression map)
- Safely use a range of large and small apparatus/equipment
- Develop a dominate hand to learn how to form lower case letters
- Draw recognisable pictures - draw a picture of self, drawing a closed circle for a head, adding eyes and a mouth.

**Specific Areas**

**Intentions and Outcomes to be covered across the term**

**Literacy**

- Features of a book – routine for every story - title, author, illustrator, blurb, direction of text, turning page from the corner.
- Listen to stories, join in, engage in conversations about stories
- Independently look at a book in the correct direction, left to right, top to bottom, pointing and look carefully at each letter/word as I look at/read a book.
- What is rhyming?
- Pencil grip, writing posture and being ready to write – feet flat to the ground, tummy to table, back to seat back, paper position, free hand holding paper, pinch and flip pencil grip, seating and paper position for left-handed and right-handed pupils
- Learn how to form lower case letters
- Name writing
- Recognise some individual letter sounds
- Identify initial sounds
- Oral blending of cvc words

**Maths**

- Number Fluency
- White Rose Maths:  
Getting to know you (2 weeks - baseline)  
Match, Sort & Compare (2 weeks) - match objects, match pictures and objects, identify a set, sort objects to a type, explores sorting techniques, create sorting rules, compare amounts  
Talk about measure and patterns (2 weeks) - compare size, compare mass, compare capacity, explore simple patterns, copy and continue simple patterns, create simple patterns

**Understanding the World (literacy/story/standalone/ circle time)**

- Children’s kitchen experience
- Me, my family, my friends – similarities/differences, where I live, where others live, this country and other countries, places near me, places I go to
- Journey to school – simple map of the area, draw a map of my route to school
- People that help me -police officer, dentist, doctor, trusted adults, teachers, family, friends

**Religious Education**

F5 Belonging. Who are we and how do we belong?

**Autumn Week**

Explore natural world and understand immediate environment  
Season changes  
Weather

**Expressive Arts and Design**

- Charanga Music Programme
- Fold paper flap before painting for name
- Using scissors, cellotape, masking tape to join to make creations
- Select and use appropriately sized brushes
- Role play with storylines in home corner, small world, block play, outside etc

## Reception Class Autumn 2 Plan

*At Ordsall Primary School our vision is for all pupils to play, learn and grow together*

### Autumn Topic – Play

#### How will children learn?

Possible Themes & Interests Linked to objective/ skills	Bonfire Night and Guy Fawkes with links to Diwali, festival of lights, celebrations	National Nursery Rhyme Day/Week	Birthday Celebrations	Ramadan and Eid al fitr celebrations	Christmas – The First Christmas	Christmas
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>The Best Diwali Ever by Sonali Shah – the Diwali festival, fireworks celebrations, link to bonfire night, Hindu celebrations</p> 	<p>A Nursery Rhyme a Day</p> 	<p>Kippers Birthday by Mick Inkpen – birthday, invites, cake, cards, party, link to party food and celebrations</p> 	<p>Ramadan and Eid al Fitr by Sara Khan – festival, links to special meal and Islam celebrations</p> 	<p>The Christmas Story: Experience the magic of the first Christmas by DK – the first Christmas and Christian Beliefs</p> 	<p>What the Ladybird Heard at Christmas by Julia Donaldson – Christmas, rhyming, wide range of vocabulary with images</p> 
<p>Poems and Rhymes across the term</p>	<p>Little Puffin Book - poems and rhymes Nursery Rhyme Time Oi Dog and Friends Collection</p>					
<p>Books Following Possible Themes – story time</p>	<p>First Festivals: Luna New Year by Ladybird</p> 	<p>Usborne Illustrated Nursery Rhymes</p> 	<p>We're Going to a Birthday Party by Martha Mumford</p> 	<p>Pippa's Passover Plate by Vivian Kirkfield</p> 	<p>A range of Christmas story – books</p>	<p>A range of Christmas story – books</p>
<p>Visits/Visitors/ Special Event Days</p>	<p>Emergency services – fire service – bonfire night safety</p>	<p>Nursery Rhyme Dress Up Day</p>	<p>Bake a cake for Kipper's birthday</p>		<p>Nativity Performance</p>	<p>Christmas Party</p>

**Prime Areas**

**Intentions and Outcomes to be covered across the term**

**Personal, Social, Emotional Development**

- Fire safety
- Follow classroom instructions with two parts
- Following rules and expectations
- My Feelings, the feelings of others
- Building relationships and friendships

**Communication and Language**

- Listening to the teacher and to others.
- Listening to stories.
- Engaging with stories
- Answering questions – what, who, why?
- Asking questions to check understanding
- Use social phrases when talking to peers and adults
- Learn and use new vocabulary
- Learn rhymes, poems and songs in nursery rhyme time and singing with Mr Starr
- Speak in sentences when talking to others

**Physical Development**

- Putting on and fastening coat
- Getting changed for PE routine
- Weekly PE slot covering Autumn objectives
- Sit at the table or on the floor with core strength and good posture
- Safely use a range of large and small apparatus/equipment
- Develop a dominate hand to learn how to form lower case letters
- Draw recognisable pictures - draw a picture of self, drawing a closed circle for a head, adding eyes and a mouth.

**Specific Areas**

**Intentions and Outcomes to be covered across the term**

**Literacy**

- Listen to and join in with stories, retell stories
- Identify the title of a book, know that print has meaning and purpose, look at/read a book (words, sentences, pages) in the correct direction, left to right, top to bottom.
- What is rhyming?
- Engage in conversations about poems and rhymes
- Pencil grip, writing posture and being ready to write – feet flat to the ground, tummy to table, back to seat back, paper position, free hand holding paper, pinch and flip pencil grip, seating and paper position for left-handed and right-handed pupils
- Learn how to form lower case letters
- write the initial sound for a simple word e.g. c for cat, d for dog
- Begin word writing
- Name writing – invitations and cards, Fred’s birthday
- Read RWI Set 1 single sounds
- Oral blending of cvc words
- Introduce Fred pictures

**Maths**

- Number Fluency
- White Rose Maths:  
It’s Me 1, 2, 3 (2 weeks) - find 1, 2 and 3, subitise 1, 2 and 3, represent 1, 2 and 3, 1 more, 1 less, composition of 1, 2 and 3
- Circles and triangles (1 week)- identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position
- 1, 2, 3, 4, 5 (2 weeks) - find 4 and 5, subitise 4 and 5, represent 4 and 5, 1 more, 1 less, composition of 4 and 5, composition of 1-5
- Shapes with 4 sides (1 week)- identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night

**Understanding the World (literacy/story/standalone/ circle time)**

- Children’s kitchen experience
- Past and present: Christmas story – appearance and other observations e.g riding on a donkey, homes, inn
- Special places and celebrations: Birthdays, Diwali, Lunar New Year, Christmas – similarities and differences, this country, other countries, world map
- Explore the natural world – collecting objects, creating patterns, rangoli patterns
- Describe materials – wood, plastic, metal, glass, hard, soft, rough, smooth, put materials into provision

**Religious Education**

F4 What times are special and why?

**Expressive Arts and Design**

- Charanga Music Programme
- Colour mixing for a desired colour, explore and apply powder paints, water, sponge, paint method
- Selecting glue/tape for different materials to create creations
- Manipulating materials for desired effect e.g. snipping a line into a circle to make a cone/ rolling a rectangle to make a cylinder/ folding and snipping paper
- Role play in home corner, dressing up, small world
- Nativity – learn songs, sing with a group, sing with pitch and melody