

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

7 Areas of Learnings in EYFS	<p>What are children going to learn?</p> <p>Objective/ Skills (taken from the EYFS Reception progression map)</p> <p>By the end of Autumn 2 children in Reception Class will be able to:</p>	<p>Key Vocabulary</p> <p>(taken from whole school subject progression maps)</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                      Games – throw, catch, kick, pass, hit, target, balance, partner, team</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>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>

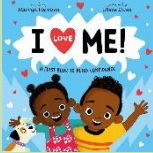
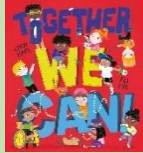
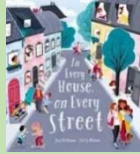
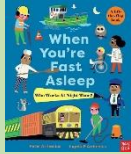




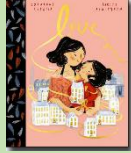

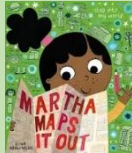
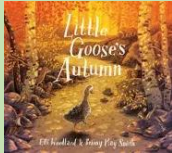
<p><b>Understanding the World</b></p>	<p>I can name and describe people who are familiar to me.  I can comment on images of familiar situations in the past.  I talk about images from the past, making comparisons to today.  I can talk about my immediate environment.  I understand that some places and celebrations are special to members of my community e.g. celebrating Diwali and Christmas  I can recognise some similarities and differences between life in this country and life in other countries e.g. homes, weather, clothes  I can explore the natural world around me.  I can identify features of my immediate environment.  I can understand the effect of changing seasons on the natural world around me e.g. Summer changing to Autumn, Autumn changing to Winter, including seasons, weather, clothing, the effects on plants and animals</p>	<p>Special, person, friend, family, mum, dad, brother. Sister, step-dad, step-mum, grandma, granddad, 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.</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

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Autumn Topic – Play

How will children learn?

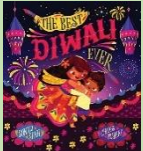
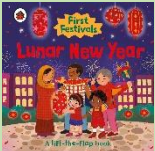
Possible Themes & Interests Linked to objective/ skills	All About Me	Friendships and Feelings	My Family	Occupations	Black History Month and Where I live/ UK/ Jamaica	Autumn
<p>Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)</p>	<p>I love Me! by Marvyn Harrison – self, strengths, likes, similarities</p> 	<p>Together We Can by Caryl Hart</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>Coming to England by Floella Benjamin</p> 	<p>The Leaf Thief by Alice Hemming and Nicola Slater – Autumn</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>All Welcome Here by Alexandra Penfold</p> 	<p>Spreading My Wings By Nadiya Hussain</p> 	<p>Love By Corrinne Averis and Kirsti Beautyman</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>Visits/visitors/ Special Event Days</p>	<p>Autumn Observational Walk in the school grounds</p>					

## Reception Class Autumn 2 Plan

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### 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>