



Reception - Autumn 1- Theme: Me and My Community

Literacy

We will be listening to a range of stories and begin to retell them. We will begin to learn the features of different types of books. We will start learning our phonics sounds using Read Write Inc scheme to help us with our reading and writing.

Mathematics

We will begin by focusing on matching and sorting. We will be using a wide selection of objects and learning how to sort and match them based on attributes such as colour, size and shape. We will then be making comparisons of sets of objects and amounts using the language of more and fewer. We will move onto comparing mass and capacity. We will then explore pattern, copying, continuing and creating patterns.

Physical Development

We will be experiment with how our bodies move. We will be using small and large apparatus to develop our gross motor skills. We will develop our fine motor skills through a range of activities including: threading, playdough, cutting and exploring anticlockwise movements. In preparation for writing we will learn to hold a pencil in a tripod grip.

Communication and Language

Children will learn to listen and follow instructions. They will build their vocabulary knowledge around the topic and will begin to work with their learning partner. We will record our observations from our visits and talk about them.



Personal, Social and Emotional Development "Being Me in My World"

We will be learning the rules and routines of school. We will be learning about making friendships and how we can 'fix' a problem. We will look closely at our value of cooperation. We will learn to identify trusted adults in school. We will be learning that we are all different.

Expressive Arts and Design

Exploring media and materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: We will experiment with different tools to draw or paint pictures of ourselves and our families. Using different techniques, the children will be taught how to make a photo frame for these images. We will use role play areas and small world toys to create friendships and explore our families.

Understanding the World

The world: We will learn that there are different types of communities including the family, school and local communities.

People and communities: We will visit places in Stony Stratford and learn how to describe them.

Technology: We will have regular access to tablets and the Interactive whiteboard to access age appropriate software. We will use technology to take photographs of our local area and record our observations.

Phonics	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
Literacy	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Contexts	Me and My Community The Colour Monster 	Me and My Community Ruby's Worries 	Me and My Community We're going on a bear hunt 	Me and My Community The Family Book 	Me and My Community Don't Worry Little Crab 	Me and My Community The Little Red Hen 

Phonics:

Set 1





m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - s h - r - j - v - y - w
- t h - z - c h - q u - x - n g - n k

Set 2

a y - e e - i g h - o w - o o - o o - a r - o r - a i r - i r - o u - o y

Set 3

a - e - e a - i - e - o - e - u - e - a w - a r e - u r - e r - o w - a i - o a - e w - i r e - e a r - u r e -
t i o u s - t i o n

Week	Expressive Art & Design 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Being imaginative and expressive Display a range of nursery rhyme books and listen to a range of familiar nursery rhymes linked to the theme of family. Use the Nursery rhyme picture cards to sing a variety of familiar nursery rhymes with the children.	Sing a range of well known nursery rhymes and songs.	rhyme verse melody	Be able to sing maintaining pitch	Be able to recite familiar nursery rhymes.
2	Expressive arts and design Show the children a range of different portraits and explain what a self-portrait is. Watch the video. Pupils then use the mirrors to look closely at their own faces and describe themselves before going on to create a portrait. Art and Design KS1 / KS2: How to draw a lifelike self-portrait or portrait - BBC Teach 	Identify features Look carefully Draw/paint what you see	observe feature portrait	Be able to represent people in drawings. Be able to use a variety of drawing tools.	Know what a self-portrait is and how to draw from observation.
3	Lets be friends Creating with materials Ask the children to choose a friend to work with and give each pair a large sheet of paper to decorate. Offer red, blue and yellow ready-mixed paint in pots and large brushes. Ask the children to choose a colour and use a brush to paint the palm of one hand. Ask them to think about what will happen if they hold hands with someone else who has a painted hand. Allow the children to hold 'painty' hands and see what happens. Children can print their handprints onto paper to make patterns. Challenge them to see if they can make all of the colours of the rainbow.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	colour design texture form function	Be able to alter colours by mixing. Be able to use and apply paints using a variety of methods.	Know what the primary colours are.
4	Emergency Vehicles Expressive arts and design  Watch the videos of people who help us. Add the Emergency vehicle picture cards to the construction area and support the children to make their	Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.	features design stick join construct wheel axle vehicle	Be able to explore, build and play with a range of resources and construction kits using wheels and axles	Vehicles and machines have wheels and axles to help them move.

	own vehicles to use in their play. Encourage them to look at the special features on the vehicles and find parts to represent them. Invite the children to talk about their designs and adapt them to make them even better.		machine		
5	Teamwork Expressive arts and design Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Provide cardboard tubes, plastic tubes or guttering and small plastic balls, and encourage the children to work together to make a large marble run.	Work as a team.	model structure properties materials gutter tube contstruct upcycle	Be able to construct simple structures and models using a range of materials.	Different materials have different properties and can be used for different purposes.
6	Quick and Slow Expressive arts and design Play a variety of musical tracks- how does it make you feel? Provide a variety of percussion instruments for the children to explore. Challenge the children to play the instruments quietly, loudly, quickly and slowly. Do the children show an interest in the instruments? Can they follow instructions?	Music can make you feel different feelings.	beat rhythm rhyme tune	Be able to create simple rhythms and sound effects using found objects, percussion instruments and their voices Know how to handle instruments to be able to play them quietly, loudly, quickly and slowly.	The different sounds that instruments make can be used to represent feelings, images or stories.


Music planning – see Charanga scheme of work.




Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Safely negotiating space, children show good control and coordination in large and small movements. Learning the rules Taking off shoes and socks Using the hall safely Being able to listen to instructions, look for spaces and change direction Be able to run, side-step, skip, jump and hop in different directions.	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Vocabulary for different ways of travelling.
2	Safely negotiating space, children show good control and coordination in large and small movements. Learning the rules Using the hall safely Taking off shoes and socks	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Vocabulary for different ways of travelling.
3	Safely negotiating space, children show good control and coordination in large and small movements. Undressing and dressing independently	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Vocabulary for different ways of travelling.
4	Safely negotiating space, children show good control and coordination in large and small movements. Moving with control	Travel in different ways. Listen to the instructions Look for spaces Change directions	Moving, safety, control, coordination. Running, Side-stepping, Skipping, Jumping, Hopping	Running, Side-stepping, Skipping, Jumping, Hopping	Understand the rules of different games and know associated vocabulary.


5	Safely negotiating space, children show good control and coordination in large and small movements. Moving with control	Listen to the instructions Take turns Move in different ways	Communicating, collaborating and competing	Communicating, collaborating and competing, turn taking.	Understand the rules of different games and know associated vocabulary.
6	Safely negotiating space, children show good control and coordination in large and small movements. Moving with control	Listen to the instructions Take turns Move in different ways	Communicating, collaborating and competing	Communicating, collaborating and competing, turn taking.	Understand the rules of different games and know associated vocabulary.
7	Safely negotiating space, children show good control and coordination in large and small movements. Moving with control	Listen to the instructions Take turns Move in different ways	Communicating, collaborating and competing	Communicating, collaborating and competing, turn taking.	Understand the rules of different games and know associated vocabulary.

NB. In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment.


Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	PSED: Being Me in My World 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Understand how it feels to belong and that we are all different. Know who our key adult is.	Understand why Calm Me time is important/ Listen to the story Listen to the chime Reflect	Reflecting Anxious Peaceful	How to be a good listener. -magnet eyes -sitting nicely -no talking -take turns	Who our 'safe' adults are. How to stay safe at school. What are our school rules?
2	Recognise and manage our feelings. Introduce the Colour Monster- pupils need to be able to identify which colour monster they are each day. 	Recognising and managing own feelings / Share your feelings Listen to others Reflect	Recognising Strategies Application	How to be a good listener. -magnet eyes -sitting nicely -no talking -take turns	Know that it is ok to feel differently. Identify how they feel.
3	Being at school. Know why we have rules at school.	Considering other people's feelings/ Listen to the situation Think of a solution Share ideas	Solution Resolution Reflecting	Listening Sharing ideas Discussing the problem	We need to work together to 'fix' our problems.
4	Gentle Hands	Understand why it is good to be kind and use gentle hands. Listen to the story Use gentle hands	Gentle Caring Immediately	Listening Speaking clearly Discussing	How we behave can affect other people.
5	Our Rights Understand rules and why it is important to follow them. Create a class charter.	Understanding right to learn and play / Listen to the ideas Discuss with your partner Reflect	Rights Boundaries Importance	Know how to be safe.	Rules help us to 'stay safe'
6	Our Responsibilities. Know the class charter.	Understanding how to be responsible/ Listen Share ideas Ask questions	Responsibility Relationship	Know what the school rules are. Understand why we need to follow the rules.	Know how to 'be responsible'.



Week	Understanding the World	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Our School Community- People, culture and communities Explain to the children that they are part of the school community. Explore together what the word community means. Go for a walk around the school so the children can meet people in the school community who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with.	Take photographs, draw simple picture maps and collect simple data during fieldwork activities	photograph diagram map save print community observe	Use simple equipment to observe. Gather and record simple data to help answer questions.	Photographs can be used to record our observations. Maps show us a diagram of where we live.
2	<u>What should I do with my rubbish? - BBC Bitesize Recycling week</u> Talk about our community. Remind the children of how their community is our family, our school, our local area. How could we keep our areas clean and care for them?	Sort rubbish into recycling and non-recyclable.	recycle sort community	Knowing how to sort objects.	Recycling is part of keeping our community tidy.
3	Me and My family- People, culture and communities Read the 'My Family' book. Show the children a picture of yourself as a baby. Who is this? Discuss then discuss how you have changed. How have they changed?	Discuss simple changes as they have grown from being a baby	change grow develop	Be able to observe and describe how humans change over time	People change as they grow and have changed since they were babies, both in their appearance and what they are able to do.
4	Community Helpers. - Past and present Show the children the <u>People who help us video</u> . Explain that their local community is the place where they live. Talk about the people who live and work in their community who are there to help them. After watching the video, ask the children to recall some of the information. Encourage the children to share any experiences they might have had with the emergency services and encourage them to ask questions. Provide pictures or books about the emergency services for the children to look at and respond to by writing, drawing and through role play.	Identify people who help us. Police visit, parent visit.	police fire brigade doctor nurse dentist	Talk about the different occupations that familiar adults and members of their community have.	There are people in our school and wider community who help us.

5	<p>Messy Maps- People, culture and communities Watch the video and explain what a map is.</p>  <p>Display aerial pictures, photographs of popular landmarks and maps of the local area. Encourage the children to explore the pictures and talk about places they recognise. Ask questions to support the children to talk about places they like to visit in their community and those they live near to or walk past on their way to school. Show the children how to draw a messy map of a journey from school to a local place of interest. Talk about all the places you go past on the way and point them out. Provide the children with large sheets of paper and felt tip pens. Ask them to draw a map of their journey to school and add all the places they go past on the way. Encourage the children to add labels to their map to help describe the journey. Once finished, invite the children to talk through their route.</p>	Describe my local environment.	map street house school road	Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Our local area has some human and physical features.
6	<p>Tidy Team- People, culture and communities Talk to the children about everyday jobs that need doing in the classroom. These might include tidying the reading area or sweeping up the sand. Ask them to think about which job they would like to do to help. Invite the children to explain which resources they will need to do their job. Introduce a class jobs board and allocate responsibilities according to the children's preferences.</p>	Know ways to care for their local environment.	tidy clean environment litter	Describe how they can look after their environment.	We need to work together to keep our local environment tidy.

NB. Technology also planned in across all areas of learning and in continuous provision.

	Communication and Language 	Learning Intention and Success Criteria	Key Vocabulary 	Key skills 	Key Knowledge 
1	<p>Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>What makes a good listener? Sit the children in a circle and ask them who their friends are. Focus on magnet eyes, looking, listening, thinking and concentrating. Use Read, Write inc hand signals.</p>	Listen carefully	Magnet eyes, Talk, chat, observe who, what, when, where, how, did	Be able to listen to the views and responses of peers.	To listen carefully we need to use our magnet eyes and take turns.
2	<p>Remembering our experience Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Create a bank of photographs of children from throughout their time at school and their visit around school. Explain that this is our community. Display the pictures and ask the children for captions to go with each picture.</p>	<p>Ask questions</p> <p>We can find out more by asking questions.</p>	Look, listen, magnet eyes, ask, answer, who, what, when, where, how, did	Be able to give simple reasons for their answers or opinions. Listen attentively and engage with the speaker, making relevant observations.	Experiences can be remembered and recorded in different ways, including talking, taking photographs, drawing and writing.
3	<p>Families Listening, attention and understanding. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Show the Families video and encourage the children to talk about their own families. Explore vocabulary related to families, such as aunt, uncle and cousins. Consider how each family is different.</p>	<p>I can:</p> <p>Listen carefully</p> <p>Talk about my family</p>	Look, listen, magnet eyes, ask, answer	During small group or one to one discussion be able to, ask questions to find out more and understand what has been said to them.	All families are special and unique.

4	<p>All About Me! Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Share your own All About Me! board with the children. Explain that an All About Me! board can show other people the things that are special to them. Show how the board has different sections to complete. Provide each child with a Marvellous me! template and model how to complete each section, working closely with the children. If they have brought in photographs from home, talk about the pictures with them. If they have no photographs, encourage them to draw in the spaces or add the children's quotes. In small groups, ask the children to share their All About Me! boards. Encourage them to talk about the pictures on the boards and listen to their friends. Model asking questions to find out more about the pictures. Support the children to find similarities and differences between their boards and their friends'. When the boards are complete, they can be laminated and left for the children to explore independently.</p>	I can: Talk to my friends	Look, listen, magnet eyes, ask, answer	<p>Talk to the class about a matter of personal interest.</p> <p>Speak clearly to an audience.</p> <p>Listen attentively and engage with a speaker.</p> <p>Ask simple questions to clarify.</p>	<p>How to ask questions.</p> <p>How to explain what your interests are.</p>
5	<p>Who's Who?- Link to I safe. Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Spread photographs of people who help us in the community across a table top. These can include photographs of people at school. Ask the children to choose a photo and say who it is and how they help. Provide drawing resources for the children to draw their favourite people. Add children's quotes to their work using the Speech bubble template.</p>	I can: Identity people who help us.	safe, helpful. Kind, work, job, school.	<p>During small group or one to one discussion, ask questions to find out more and understand what has been said to them.</p>	<p>There are adults in our community who help us.</p> <p>The emergency services help us.</p> <p>The emergency services include the fire service, the police and paramedics.</p> <p>To call the emergency services, dial 999.</p> <p>Other people who help us are doctors, nurses, teachers and postal workers.</p>

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Getting to know the children	Say different parts of the day at school	Morning, lunch, snack, home time	Tell an adult key time of the day	We do different things in the morning, at lunch, during snack time.
2	Getting to know the children	Say where equipment belongs	In, on, classroom, shared area, outside	Put equipment away in the correct place	Equipment has a special place in the classroom. We can find things easily if we put things away in the right place.
3	Getting to know the children	Count	Count, one, two, three	Know how many children are allowed in each area of provision. Count how many children are in an area to see if there is space to join in.	Count children accurately.
4	Just Like Me! Matching and sorting objects.	Say why a set has been sorted in that way. I can: Match objects I can: Sort objects	same, different, sort, match,	Say what is the same and what is different about the sets. Sort objects into different groups, say why they have put them there.	Objects can be sorted into sets based on attributes such as colour, size or shape. Sorting shows us what is the same and what is different about the sets.
5	Just Like Me! Making Comparisons between groups.	Compare	Big, little, large, small, tall, long, short, heavy, light, equal,	Compare 2 objects saying which is bigger or smaller, lighter or heavier.	Objects can be compared and ordered according to their size, mass or capacity.
6	Just Like Me! Exploring Pattern	Say what the pattern is Continue a pattern Spot a mistake in a pattern	Copy, repeat	Copy a pattern someone else has done. Say what would come next in a pattern. Continue a pattern. Make a repeating pattern using 2 then 3 objects.	Repeating patterns can be copied, continued and created. Patterns can be found in a range of contexts including shapes, colours, sizes, actions and sounds. Start with AB patterns and repeat at least 3 times so that they recognise the pattern.