

CURRICULUM Autumn Term – Reception

Theme – All About Me

Prime Area: Communication and Language (CL)

Settling in activities
 Making friends
 Children talking about experiences that are familiar to them
 What are your likes/dislikes/dreams?
 Rhyming and alliteration
 Familiar Print
 Sharing facts about me!
 Mood Monsters
 Shared stories
 Model talk routines through the day. For example,

Prime Area: Personal, Social and Emotional development (PSED)

New Beginnings
 Mood Monsters – how do I feel?
 See themselves as a valuable individual.
 Being me in my world
 Have You Filled a Bucket Today?
 Class Rules and Routines
 Playing games - turn taking
 How do I look after myself? 5 senses – Mr Potato Head
 Look at 5 ways to have a healthy lifestyle.
 Focus on food. Healthy/unhealthy eating.
 Dressing/undressing for P.E.
 Supporting children to build relationships

Specific Area: Literacy

Joining in with rhymes and showing an interest in stories with repeated refrains.
 Environment print.
 Having a favourite story/rhyme.
 Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.
 Sequencing familiar stories through the use of pictures/actions to tell the story. Nursery Rhymes, Once There Were Giants, Sam's Sandwich, Giraffes Can't Dance, The Tortoise Who Wished Too Much, Stuck.
 Recognising initial sounds. Name writing activities.
 Engage in extended conversations about stories, learning new vocabulary.

Phonic Sounds: Phase 2 Letters and Sounds

Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.
 Help children to read the sounds speedily. This will make sound blending easier.
 Show children how to move each arm as they say each sound/robot arms.

Specific Area: Understanding the World (UW)

Identifying their family.
 Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.
 Can draw similarities and make comparisons between other families around the world.
 Read fictional stories about families and start to tell the difference between real and fiction.
 Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.
 People Who Help Us - Introduce children to different occupations.

Prime Area: Physical Development (PD)

Threading, cutting, weaving, playdough, Fine Motor activities.
 Manipulate objects with good fine motor skills
 Draw lines and circles using gross motor movements
 Hold pencil/paint brush beyond whole hand grasp

Cooperation games i.e. parachute games.
 Climbing – outdoor equipment
 Different ways of moving to be explored with children
 Changing for PE / Help individual children to develop good personal hygiene.

Specific Area: Mathematics (M)

Counting rhymes and songs
 Classifying objects based on one attribute
 Matching equal and unequal sets. Subitising.
 Comparing objects and sets.
 Count and represent the numbers 1 to 5. Number recognition.
 Ordering objects and sets /introduce manipulatives.
 Estimate and check by counting. Recognise numbers in the environment.
 A number a week.

2D Shapes.
 Recognise, describe, copy and extend colour and size patterns.

Specific Area: Expressive Arts and Design (EAD)

Join in with songs; Sing call-and-response songs. Jolly Phonics Songs.
 Exploring sounds and how they can be changed, tapping out of simple rhythms.
 Autumnal Art. Self-portraits, junk modelling.
 Join in with role play games and use resources available for props; build models using construction equipment.
 Provide opportunities to work together to develop and realise creative ideas.
 Writing lists and signs