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| **Literacy** **Word reading**Teach letter sounds using Monster phonics programme.Blend sounds into words.**Comprehension**Ask questions about stories.Repeat words and phrases from familiar stories.Repeat new vocabulary in the context of a story.Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. **Writing** Teach formation of letters as children learn the sounds.Spell words by identifying the sounds and then writing the sound with letter/s.Copy full name from a name label. Begin to write name independently.Opportunities to mark make /write every day in writing area.**Core books**Nursery rhymesWe’ve all got Belly Buttons. David Martin Randy CecilThe Circles all around us. Brad MontagueRosie’s Walk Pat HutchinsPumpkin Soup Helen CooperThe Leaf Man Lois EhlertOnce there were giants Martin WaddellBinny’s Diwali. Thrity UmrigarMap my school. Harriet Brundle.Stick Man Julia DonaldsonNativity Story | **PSED** **Self-Regulation** Adults to model positive behaviour, praise exemplary behaviour and explain to children what was kind and considerate.**Managing Self**Introduce class rules and positive behaviour chart.Adults to show constructive support and recognition of a child’s personal achievements.**Building Relationships**Adults to get to know the children and their families.Encourage children to listen to each other as well as adults.Model sharing. Play games to encourage co-operation with friends and peers. | **Maths** **White Rose Maths**Subitise.Count objects, actions, and sounds. Exploring numbers: 1,2,3. Matching. Sorting & comparing amounts. Exploring pattern and measures.Exploring circles and triangles.1,2,3,4,5,6.Exploring shapes with 4 sides. | **Communication and Language** **Listening, Attention and Understanding**Good listening skills to be modelled. Introduce good listening symbols.Introduce new vocabulary for topics. Use: Word Aware in the Early Years.Reinforce vocabulary by using ‘I need to hear’ stickers, word walls words with symbols in the environment, treasure hunts for objects that exemplify a word.**Speaking** Model words and phrases relevant to the area being taught. Adults to use vocabulary repeatedly throughout the week.Children to be given opportunities to talk about their interests.Set up a conversation station.Introduce talk partners.  |
| Reception Autumn term curriculum mapMagnificent me! AutumnCelebrations |
| **EAD****Creating with Materials**Explore colour mixing.Draw/collage /paint /model, leaves, pumpkins and hedgehogs.**Being Imaginative and Expressive**Sing Nursery rhymes. Encourage the children to join in with actions.Role play areas set up as a home to encourage lots of vocabulary about familiar objects. Then as a Doctor’s surgery and hospital to encourage lots of vocabulary about Ourselves.Introduce songs about Autumn.Join In with singing songs for Christmas play.Use musical instruments to keep a steady beat.Listen to traditional and folk music.  |
| **Understanding the World****Past and Present**Remembrance Day Nov 9thSt Andrews Day Nov 30thTimeline of child’s life.Explore transport from the past.**People, Culture and Communities**Children bring in photos of their family. Look at photos and talk about family.Timeline of children’s livesChildren given opportunities to talk about people who are familiar to them such as the police, doctors. Arrange a visit to the class.Visit from fire Brigade.Learning about Judaism. Learning about Hannukah.Learning about DiwaliBlack History Month- Mae Jemison**The Natural world**Look at the immediate environment. Introduce and model new vocabulary. Familiarise children with the name of the road and where St Marys is located.Draw simple maps of the playground.Observe the natural world at Autumn. Observe the trees and changes we see. Season of Winter exploring snow and ice.

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| RSE**Module 1: Created and Loved by God****Unit 1-**Religious understanding**Unit 2-**Me, My Body, My Health**Unit** 3-Emotional Well-Being**Unit 4-** Life Cycles |

 | **Physical Development****Weekly lessons with Non-Stop Action****Gross Motor Skills**Regular access to outdoor space and a variety and range of equipment.Provide a wide range of activities to support a broad range of abilities.Encourage children to be highly active and get out of breath several times a day!**Fine Motor skills**Develop core strength and stability needed to support fine motor skills.Develop fine motor skills by activities such as threading, sewing, planting, construction kits.Children to have access to a variety of pencils, pens, crayons, chalks and paintbrushes.Check pencil grip, how children are holding cutlery.Introduce correct pencil grip. |