



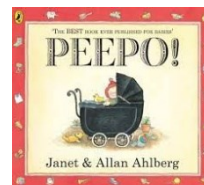
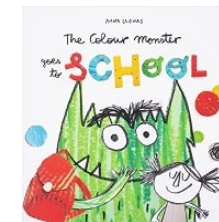
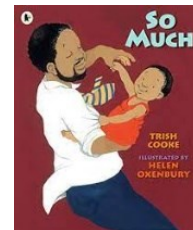
Reception – Medium Term Planning – Autumn 1 - St Michael's Nursery and Infant School

Possible Themes/interests/ lines of enquiry

These themes/ideas may change depending on the children's interests:

- Settling into St Michaels
- All about me
- Family Trees
- Houses and Homes
- School Routines
- Forming Friendships
- Seasonal Changes – Autumn

Focused Texts



Focus Learning Teddy: Izzie Independent

Enrichment Experiences:

Autumn Walk

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Communication and Language	
Focus	Possible Activities
<p>Learn new vocabulary.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>Develop social phrases.</p>	<ul style="list-style-type: none"> • Promote and model active listening. • Introduce 'Team Stop' signal to those children who are new to our school • Model talk routines throughout the day • Daily Storytime – encourage children to join in with repeated refrains when reading key texts. • Observe children's use of vocabulary as part of our baseline. Model new vocabulary that may be new to the children.
Personal, Social and Emotional Development	
Focus	Possible Activities
<p>Express their feelings and consider the feelings of others.</p> <p>Know and talk about importance of regular physical activity.</p>	<ul style="list-style-type: none"> • Read 'The Colour Monster Goes to School' – how was the colour monster feeling throughout his first day? Talk about how his colour changes throughout the story. How did you feel on your first day? • Re-read 'The Colour Monster' and help him to sort his feelings. Think about what would made us sad, happy, scared, excited, angry. • Encourage children to express their feelings using descriptive vocabulary. • Talk about the importance of physical activity – why do we have to keep active? How can we be active outdoors?
Physical Development	
Focus	Possible Activities
<p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>-rolling - walking- running - skipping</p> <p>crawling - jumping - hopping – climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside – alone.</p>	<ul style="list-style-type: none"> • Weekly PE with Miss Smyth • Model precise vocabulary to describe movement and directionality, and encourage children to use it. • Provide a choice of open-ended materials to play that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. • Observe and assess fine motor ability as part of baseline assessment. Check that children have developed their upper arm and shoulder

<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, personal hygiene, mealtimes.</p>	<p>strength sufficiently: they do not need to move their shoulders as they move their hands and fingers. Check that they can move and rotate their lower arms and wrists independently</p> <ul style="list-style-type: none"> Identify children who require additional support to develop fine motor skills and target them with daily dough gym/fine motor activities.
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Literacy

Focus	Possible Activities
<p>Read individual letters by saying the sounds for them. – Set 1 single letter sounds</p>	<ul style="list-style-type: none"> Follow RWI planning Daily Pinny time to secure Set 1 sounds 1:1 Tutoring for lowest 20%

Mathematics

Focus	Possible Activities
<p>Mastering Number:</p> <ul style="list-style-type: none"> Subitise within 5 Make different arrangements of numbers within 5 Connect quantities and numbers to finger patterns Explore different ways of representing numbers on fingers <p>WRM Shape, Space and Measure:</p> <ul style="list-style-type: none"> Compare size, mass and capacity. Explore pattern Circle and Triangles 	<ul style="list-style-type: none"> Daily ‘Mastering Number’ sessions 4x a week – see separate planning. Focused SSM teaching session 1x week (Fridays) – follow WRM planning Weekly continuous provision enhancements – suggested activities in separate maths planning.

Understanding the World

Focus	Possible Activities
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<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>RE:</p> <ul style="list-style-type: none"> · What feelings can we talk about? · Why do we have Harvest Festivals? 	<ul style="list-style-type: none"> • Ask parents/carers to upload photographs of family members to Class Dojo. • Create collage houses and talk about ‘who lives in my house’ – using photos from Class Dojo as a talking point. • Read ‘The Great Big Book of Families’ and ‘So Much’ – talk about how all families are different and unique. • Point of the ‘Meet the Staff’ display board in the cloakroom – are children aware of all the adults in our school? Who helps us at lunchtime?
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Creative Development

Focus	Possible Activities
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<ul style="list-style-type: none"> • Introduce and model how to use self-service paint station. • Model how to find and put away resources in the craft area. • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. • Work together to create a Colour Monster display – talk about the different ways that the children create the collage feeling jars.