

EYFS Half Term Learning Programme Reception Autumn 1 "Incredible Me"

	Prime Areas			Specific Areas			
	Communication and language	PSED	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Intent Curriculum	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen and talk about stories to build and understanding. Listen carefully to rhymes and songs, playing attention to how they sound. Learn rhymes, poems and songs. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Develop skills to manage the school day successfully- lining up, mealtimes, personal hygiene. Use a range of tools competently, safely and confidently. Talk about different factors that support their overall health and well-being. Revise and refine the fundamental movement skills they have already acquired. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Read some individual letters by saying their sounds. Begin to blend sounds into words. Begin to form lower-case letters correctly. Begin to spell some words by identifying the sounds and then writing the sound with letter/s. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Count up to 10 objects, actions and sound. Subitise to 5. Link the number symbol (up to 5) with its cardinal number value. Begin to count beyond 10. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Begin to understand the effect of the changing seasons on the natural world around them. 	<p>Chn in Rec:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.
Implementation Pedagogy	<ul style="list-style-type: none"> Set out expectations during carpet time. Read stories daily. Teach rhymes and songs to build up repertoire. 	<ul style="list-style-type: none"> Settle into school routine. Get to know new teachers and fellow pupils by spending time with them/interacting with them. Identify emotions and talk about how we might feel during our day at school. 	<ul style="list-style-type: none"> During Continuous provision- set expectations of how areas should be used and how many children should be in each area. Introduction of rules - talk to children about what rules are and why we need them. Explore EYFS rules together. Explore need for healthy diet and exercise. 	<ul style="list-style-type: none"> Name recognition - choosing lunches, using correct locker, selecting correct tray. Adult in book area daily to share books with chn. Follow Jolly Phonics scheme - starting week 4. 	<ul style="list-style-type: none"> From week 4 follow White Rose Maths scheme of work. See White Rose Scheme Autumn 1. 	<ul style="list-style-type: none"> Life cycles Ordering pictures of themselves from birth to present. Look at the changes occurring, as the days get shorter and colder. 	<ul style="list-style-type: none"> Role play area/props to act out some of the stories we have read. Learning new songs in music and perform these to peers.

			Tooth brushing				
Impact Assessment	<p>Statutory reception baseline assessment. Wellcomm baseline.</p> <p>Can children:</p> <p>Engage in a short conversation with an adult or peer and continue it for many turns</p> <p>Speak clearly, articulating most sounds correctly</p> <p>Follow a simple instruction with two parts</p> <p>Listen to others in a range of situations, including 1:1, in a group or whole class?</p> <p>Say or recite simple rhymes?</p>	<p>Observation during child led activities.</p> <p>Can chn:</p> <p>Happily say goodbye to parents/ and or carers on arriving at school</p> <p>Ask for help if needed</p> <p>Say if they are tired, hungry, happy, sad, upset, thirsty, need the toilet, etc.</p> <p>Confidently talk to familiar adults, friends in the classroom</p> <p>Understand and follow simple rules within the classroom and outdoor provision</p>	<p>Observation during child led activities.</p> <p>Chn line up quickly and quietly.</p> <p>Can chn:</p> <p>use knife and fork at lunch time?</p> <p>usually manage toileting independently?</p> <p>cut straight line using scissors?</p> <p>Run, jump, hop confidently</p> <p>Ride a trike, scooter, or other wheeled vehicle</p> <p>Throw and kick a large ball</p> <p>Choose a hand to draw and write with</p> <p>Hold a pencil using a comfortable grip and good control</p> <p>Baseline assessment of fundamental movement skills,</p> <p>Start intervention groups.</p>	<p>Statutory reception baseline assessment.</p> <p>Can chn:</p> <p>recognise their written name</p> <p>hold a book, turn the pages and engage with the content</p> <p>show a dominant hand for writing</p> <p>write some or all of their name with the correct order (not all formed correctly?)</p> <p>Write some letters which are correctly formed</p> <p>Begin to recognise more letters?</p> <p>Begin to blend?</p>	<p>Statutory reception baseline assessment.</p> <p>Can chn:</p> <p>Confidently rote count to 10</p> <p>Understand 1:1 number correspondence</p> <p>counting to 5 / to 10</p> <p>Subitise up to 3/5 objects?</p> <p>Understand the cardinal principle (the last number said is the amount)?</p> <p>Recognise numerals to 5 / 10?</p> <p>Compare quantities using the language more, or fewer.?</p>	<p>Observation during child led activities.</p> <p>Can chn:</p> <p>Talk freely about themselves and their family?</p> <p>Talk about experiences personal to them and about their interests?</p> <p>Talk about where they live, places they go to regularly, and places they have visited?</p>	<p>Observation during child led activities.</p> <p>Can chn:</p> <p>Freely explore tools, equipment media and material provided as part of provision.</p> <p>Talk about their models, pictures, constructions, etc.</p> <p>Experiment with and explore musical instruments freely</p> <p>Sing songs, rhymes that are familiar to them</p> <p>Recreate experiences familiar to them within their play e.g home corner, role play, etc.</p>
Non-negotiables	<p>Daily story time</p> <p>French - I know that when my teacher says 'Bonjour' they mean 'Hello' and when they say 'Au revoir' they mean 'Goodbye'. I can copy these if I feel confident to do so.</p>	<p>Coram Life Ed. Units.</p> <p>PSHE - I can help a friend if they are sad or worried</p>	<p>PE x2 weekly ongoing - copy a modelled action, travel, jump, roll and balance. know the body position when throwing over arm and underarm through different themes.</p> <p>I know I need to look at the ball to show I am ready, get my hands ready to make a net to catch a big ball.</p> <p>DT - use of scissors</p>	<p>From week 4 daily phonics</p>	<p>Follow White Rose Math schemes</p>	<p>RE units</p> <p>Science - To know what we taste and touch with.</p> <p>DT - Know where eggs, milk, cheese and meat comes from.</p>	<p>Charanga - to know the vocabulary pulse and pitch</p> <p>DT construction using Duplo</p>

			Art - Use pencils, crayons, pastels and brushes with a suitable grip.				
--	--	--	---	--	--	--	--