

SIS Reception MTP- Autumn 1 All about me

***Sticky knowledge for topic**

Children's current knowledge, skills, interests and experiences	The children need...	Intention (based on the needs of the children at the end of the previous half term)
▪	<ul style="list-style-type: none"> To feel confident in their new environment- classroom, setting To make new friends and develop relationships To learn the new school routines 	<ul style="list-style-type: none"> Children to transition into school effectively Children understand the behavioural expectations and can manage transition times calmly To help children build positive relationships with peers through turn taking, negotiating and sharing

Topic experiences	Key texts	Parental involvement and home learning
Fairytale dress up day	Goldilocks and the Three Bears The 3 Little Pigs Hansel and Gretel	Baby photo to school New to Year R parent talks- welcome meeting communication, language and play phonics and reading writing mathematics Introduction of home reading books Love of reading books Little Lending Library Library books

Topic vocabulary		
Anchor words for all (key vocabulary for the topic)	Words for most	Words for some (more challenging and specific vocabulary)
girl, boy, 4, 5 me, you, us different, same, brother, sister, parents, grandparents, birthday home time, lunchtime, morning, afternoon,	photograph old, new, Yesterday Last week When I was little When my ____ was little Now love, belonging, house, home, flat, joined on, stairs, garden pig, bear, straw, bricks, sticks, rocks, huff puff, porridge, bed, chair, hot, cold, soft, hard	remember road bungalow

Communication and Language

What do we want the children to learn?	What learning opportunities will we provide?
<p>I know new vocabulary.</p> <p>I know how to say a sentences of four to six words</p> <p>I can use social phrases</p> <p>I can ask questions to find out more and to check I understand what has been said</p> <p>I can answer simple 'why' questions</p> <p>I know how to listen carefully and why listening is important</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>I know some rhymes, poems and songs.</p> <p>I can engage in storytimes.</p>	<p>Focus CLL taught session per week</p> <p>Opportunities for paired talk during carpet time</p> <p>Small group work</p> <p>All about me bag/ class teddy home</p> <p>Vocab Vikki word of the day (daily)</p> <p>Topic vocab introduced</p> <p>Daily story time</p> <p>Props for acting out known stories</p> <p>Role play- home corner (tent)</p> <p>3 bears cottage</p> <p>3 pigs building site</p> <p>Daily singing time- nursery rhymes, topic songs</p>

Personal, Social and Emotional Development

What do we want the children to learn?	What learning opportunities will we provide?
<p>See themselves as a valuable individual.</p> <p>Manage their own needs.</p> <p>e.g. I can ask to go to the toilet</p> <p>I can ask for a drink</p> <p>I can ask an adult when I need help</p> <p>I can put away my book bag and coat</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Build constructive and respectful relationships.</p> <p>I can play alongside others</p> <p>Body safety</p> <p>I know that my private parts belong only to me and if someone asks to see them I tell them no.</p> <p>I know who to talk to if I feel unsafe</p> <p>I know I can say no if I don't want to be touched (hugged, tickled etc)</p>	<p>Staggered group starts into school- lots of games, turn taking and sharing on these days. Tours of the school. Selecting resources and tidying the area away.</p> <p>Weekly taught session with PSED focus</p> <p>Celebration assembly once a week</p> <p>Golden rules revisiting</p> <p>School behaviour chart- rainbow reward stickers</p> <p>Head, Heart, Hands curriculum values reward stickers</p> <p>Circle times/Partner talk Opportunities for games, turn taking, collaborative play in BBT</p> <p>Use of twinkl safety powerpoints and NSPCC materials to start discussion</p>

Physical Development	
What do we want the children to learn?	What learning opportunities will we provide?
<p>I know the skills I need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes <p>personal hygiene</p> <p>I can use my core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes</p> <p>Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Weekly PD afternoon focusing on gross and fine motor opportunities</p> <p>Continuous provision for gross motor development e.g. sweeping, swinging, pushing and pulling heavy large construction etc.</p> <p>Play/lunch/BBT time - to include opportunities to improve postural control and muscle strength to develop gross motor skills for writing, e.g. handling, climbing, pushing, pulling, weight bearing activities, balancing</p> <p>Tummy time opportunities- large mark making Fiddly fingers daily session. Include opportunities for cutting, threading, stacking, tweezers and playdough</p> <p>Daily name writing/handwriting on laminated cards and whiteboards. Fine motor activities in phonics to support letter formation</p>

Mathematics	
What do we want the children to learn?	What learning opportunities will we provide?
<p>Following NCETM Mastering Number Programme. Across the whole term pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <p>SSM opportunities: matching, sorting and comparing, height, size, weight, basic 2D shape, night and day, repeating patterns, positional language</p>	<p>Daily Mastering Number session</p> <p>2 x maths focused mornings per week, including inside and outside provision</p> <p>Singing based, e.g. 5 little ducks, 5 little men in a flying saucer, 5 little monkeys, 1,2,3,4,5 once I caught a fish alive</p> <p>Inside and outside continuous provision opportunities</p> <p>Busy Bee time (child initiated) opportunities</p>

Literacy																											
Reading		Writing																									
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<div><table><tr><th></th><th>Phase 2 graphemes</th></tr><tr><td>Week 1</td><td>s a t p</td></tr><tr><td>Week 2</td><td>i n m d</td></tr><tr><td>Week 3</td><td>g o c k</td></tr><tr><td>Week 4</td><td>ck e u r</td></tr><tr><td>Week 5</td><td>h b f l</td></tr></table><table><tr><th></th><th>New tricky words</th></tr><tr><td>Week 1</td><td></td></tr><tr><td>Week 2</td><td></td></tr><tr><td>Week 3</td><td>is</td></tr><tr><td>Week 4</td><td>I</td></tr><tr><td>Week 5</td><td>the</td></tr></table><p>I know individual letters by saying the sounds for them.</p><p>I can blend short words.</p><p>I can read a few common exception words.</p><p>I recognise my name</p></div>		Phase 2 graphemes	Week 1	s a t p	Week 2	i n m d	Week 3	g o c k	Week 4	ck e u r	Week 5	h b f l		New tricky words	Week 1		Week 2		Week 3	is	Week 4	I	Week 5	the	<p>Daily Little Wandle phonics lesson</p> <p>Daily keep up sessions for children falling behind</p> <p>Daily reading session, children to have a guided adult session 2 x weekly</p> <p>Reading books sent home every week match the children’s reading ability</p> <p>Weekly reading focused morning including phonics activities, e.g. sound object sorting, sound-picture matching, blending simple 2 and 3 letter words, adding sound buttons</p> <p>Opportunities for developing recognition and blending skills during continuous provision inside and out</p> <p>Reading books sent home every week match the children’s reading ability</p> <p>Daily story times, making use of the opportunity for the children to answer questions about the books and talk partner ideas.</p> <p>All children to have love of reading books changed every Friday</p> <p>Daily ‘Vocab Vikki’ session for introducing a new ‘word of the day’</p> <p>Small world/story telling items/story sacks available during child initiated time, with new books that are matched to children’s interests.</p>	<p>I am giving meaning to marks</p> <p>Encouraging children to hold a pencil correctly and say what their marks mean.</p> <p>☐ Use some print and letter knowledge in early writing e.g. starting at the top of the pages/initial sounds</p> <p>I can:</p> <p>☐ Use one handed tools</p> <p>☐ Use comfortable grip and show good control with pencil</p> <p>☐ Show a preference for a dominant hand</p>	<p>Daily name writing sessions/handwriting on laminated cards and whiteboards</p> <p>Daily handwriting session using LW guide</p> <p>Daily Little Wandle phonics lesson that includes writing of words applying the taught sound and spelling common exception words</p> <p>2x weekly writing focused mornings including phonics and writing activities, e.g. small and large mark making, rainbow writing, Initial/final sound labelling cvc words, sound buttons</p> <p>Phonics and continuous provision inside and out</p> <p>Interactive displays and role-play areas that encourage writing.</p>
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Understanding the World

What do we want the children to learn?	What learning opportunities will we provide?
<p><u>Foundations in History</u></p> <p>Talk about members of their immediate family and community. e.g. talk about who I live with, talk about other family members such as cousins or grandparents</p> <p>Comment on images of familiar situations in the past. I can talk about how I have changed since I was a baby</p> <p>Compare and contrast characters from stories, including figures from the past I know that stories can help me learn about the past. (Dogger by Shirley Hughes, The tiger who came to tea)</p>	<p>Sharing information about their family, such as what siblings they have, things they can tell us about parents, grandparents</p> <p>Bring in photos of themselves as a baby, talk about how they have changed and grown. Lifecycle of a human.</p> <p>Looking at toys they play with and those their parents played with.</p> <p>Sharing stories that include images from the past and figures from the past- stories e.g. Dogger, The tiger who came to tea</p>
<p><u>Foundations in RE</u></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Ensure that special times are celebrated throughout the year as they arise in the classroom e.g. if a child in your class has a new sibling or cousin or if a member of the family is getting married. May also wish to celebrate special times that are relevant in today's society like a celebrity getting married i.e. royal family or Queen's Jubilee</p> <p>Recognition through stories and class discussion about ourselves of different cultures and backgrounds the intake have as this has become more diverse.</p>
<p><u>Foundations in Geography</u></p> <p>I can talk about where I live e.g. about my home, favourite places nearby to me such as the farm, the park, Paultons park, soft play...</p> <p>I know the name of and can talk about my school.</p> <p>I know land uses in my immediate environment (playground, school) I know what the areas around me are used for (e.g. playground, garden, grassed area, and classroom)</p> <p>Recognise and talk about daily weather patterns- sunny, rainy, cloudy, cold, hot, wet</p> <p>Working scientifically skills to include-</p> <ul style="list-style-type: none"> Ask and answer questions (e.g. about their change in appearance, what they can do, about the properties of materials) Observe closely (e.g. their appearance and features, what they notice about natural materials) Identify and classify (e.g. boy, girl, adult, child, baby, different types of natural materials) 	<p>Talk about the different houses in the story of three little pigs. Which house is the best house? Why? What type of house do you live in? Is it joined on to someone? Is it a flat? What is made from? Extend- where is your house? Do you have a garden.</p> <p>Looking at a simple map of the school and EYFS playground, and areas the children can access</p> <p>Daily weather chart</p>

<u>Foundations in Science</u> I can explore different natural materials .g. wood, straw, brick, sticks, stone I can describe some basic properties- hard, strong, soft, bendy I can talk about how I have changed since I was a baby I can talk about how humans grow and change (lifecycle)	Exploring different materials/natural resources- loose parts play and sorting Thinking about materials for building 3 pigs houses- construction play Bring in photos of themselves as a baby, talk about how they have changed and grown. Lifecycle of a human.
<u>Foundations in computing</u> I can control toys and devices	Introduction to voice recording toys, e.g. talking tins, recording clipboards, toys

Expressive Arts and Design	
What do we want the children to learn?	What learning opportunities will we provide?
<u>Foundations in Art</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. I can mix poster paint to create new colours (pink) Create collaboratively, sharing ideas, resources and skills.	Exploration of art materials, e.g. poster paints, crayons, pastels -using different brushes and materials, e.g. bamboo, sponges, spatulas. Opportunities for large scale painting colour mixing – red – white – black paper plate pig faces.
<u>Foundations in performance (music, dance, drama)</u> Singing know how to ‘call and copy’ when singing I know some simple nursery rhymes I know how to sing a melody (tune) I can do some actions to co-ordinate with a song I can join in with speaking and chanting short phrases I can join in whole class singing Sing in a group or on their own, increasingly matching the pitch and following the melody. I can change my voice to express different moods /feelings (e.g. happy, sad) Listening I respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) Composition I know that different objects can make different sounds (Body percussion focus)	Daily singing time- nursery rhymes, topic songs, happy birthday song Harvest assembly- learning a song Tidy up song, lining up song, sitting in a circle song Body percussion, tapping rhythms

<p>Notation I can follow pictorial notation to tap out a rhythm (Body percussion focus)</p> <p>Tempo (speed) - I can explore and engage in music making as a class (focus on keeping a steady beat). e.g. tapping rhythms such as syllables of names, and to accompany words such as names, objects, animals using body percussion</p> <p>Develop storylines in their pretend play.</p>	<p>Following simple picture of body percussion actions</p> <p>Daily story time Props for acting out known stories</p> <p>Role play- home corner (tent) 3 bears cottage 3 pigs building site</p>
<p><u>Foundations in Design Technology</u></p> <p>I can join components together to build simple structures (e.g. construction toys, junk modelling)</p> <p>I know how to stack objects to create a structure</p> <p>I can make a structure using different construction materials (e.g. construction toys, junk modelling)</p> <p>I can explain why a structure stands up and why a structure might fall over</p> <p>I know how to notice and describe a pattern</p> <p>I know how to make a pattern (including repeating patterns with three or more colours)</p> <p>I know how to thread by pushing a lace through a series of holes (e.g. lacing)</p> <p>I know how to follow a line by threading</p> <p>I know how to thread beads</p>	<p>Junk modelling- 3 pigs house. Some children will use joining-glue, cellotape, scissors.</p> <p>Construction play- thinking about 3 pigs houses and best materials to build with (UTW link)</p> <p>Links to Maths- making repeated patterns using beads and threading</p> <p>Links to fine motor- threading and lacing pictures/patterns</p>