

# Reception Cycle A Autumn 1: My World



We will become familiar with our new setting and learn the name and address of our new school. We will go on a walk around the building to the different areas- classroom, playground, dining room, hall, office etc... and discuss what the different areas are used for. We will meet the adults in school who can help us. For example, teachers, TAs, Principal, office staff, lunchtime staff, site manager etc...

We will look at aerial maps and street maps of Scartho village and locate Springfield Academy. We will locate the playgrounds, carpark, field, forest school etc... We will draw our own maps of our local area, including places that are familiar to us. We will compare and contrast our school to schools from the past.

We will discuss the people at home who help us. We will talk about our families and how they are all different and special to us.

We will read the text Emergency by Margaret Mayo and talk about people in our communities who help us including the emergency services and dentists, vets and doctors. We will talk about the special equipment and vehicles they need to be able to do their jobs. We will be visited by the emergency services and learn about their roles and responsibilities.

## PD

Develop pencil grip and control during phonics and continuous provision. Provide fine motor activities, triangular pencils and pencil control sheets.  
 Manage shoes and socks for P.E lessons  
 Remove and put on own school jumpers/cardigans and coats.  
 Carry own trays at lunchtime & collect cutlery and bread.  
 Use knives, forks and spoons during lunchtime.  
 Use bikes, scooters and trikes  
 Take part in group games and activities including ring games.  
 Explore different ways of moving and balancing in P.E e.g. hopping, skipping, jumping etc...

## C&L

Listen to stories during phonics, maths and topic adult led lessons.  
 Follow instructions for daily routines- snack times, P.E, lining up for break times, collecting resources for group work etc...  
 Learn rhymes, poems and songs through phonics (caption actions), and other adult led activities (E.g. ring games with songs in P.E)  
 Describe events in detail by recalling and sharing weekend news.  
 Use talk during continuous provision to initiate conversations and organise play.  
 Expose children to vocabulary relating to people who help us, for example, emergency, dentist, cavities, ambulance, paramedic, fire extinguisher etc... and provide opportunities for this to be explored through role-play during continuous provision.

## PSED

Spend time discussing classroom rules and introduce the first of the Three Cs- Care.  
 Discuss how we take care of each other and model speaking kindly to one another and reward children for friendly behavior and taking care of their friends.  
 Discuss the ways in which we take good care of the classroom.  
 Introduce children to the different continuous provision areas and teach them how to tidy and organise the resources within the areas.  
 Build relationships with adults and peers through conversations, group times, circle times and play during continuous provision.

## UTW

Develop positive attitudes about the differences between people by discussing different family situations in response to the text All Kinds of Families and through Jigsaw unit **Me in My World**  
 Draw information from simple maps by using Google Maps to explore our local area.  
 Name and describe people who are familiar to them in response to the texts All Kinds of Families, My Mum and Super Hero Dad. Make sense of their own life story by talking about their growth and change from birth to now.  
 Talk about members of their immediate community in response to visits from the Emergency Services and school staff. Compare our school to a Victorian classroom

## EAD

Develop storylines during pretend play  
 Explore the materials provided during continuous provision to create their own drawings, paintings and collages.  
 Draw with increasing complexity and use different materials to create collages of a person who is special to them.  
 Remember and sing entire songs beginning with nursery rhymes & including songs of their choice.  
**Role-play areas**  
 Home corner  
 Dr's surgery  
 Dentist  
 Fire engine

## Literacy

**shared texts**  
 All Kinds of Families, Superhero Dad, My Mum, Emergency  
**Story Time Phonics Autumn Term milestones**  
**Significant Author: Nick Sharratt**  
 Don't Put your Finger in the Jelly  
 Nelly  
 Foggy Forest  
 Pirate Pete  
 Octopus Socktopus  
 Ketchup On Your Cornflakes  
 Elephant Wellyphant.

## Maths

**WRM**  
**Just Like Me**  
 Matching sorting, comparing amounts, lengths, sizes, heights and capacities.  
**It's Me 123**  
 Representing 1,2 and 3  
 Composition of 1,2,3

