

Reception Autumn One Term Overview 2023-2024

Topic: New Beginnings and Ourselves

Key Texts:

Goldilocks and The Three Bears
The Three Little Pigs

Additional Texts:

The Colour Monster by Anna Llenas
The Colour Monster Goes to School by Anna Llenas

Key Curriculum Drivers:

1. Getting to know the children
2. All about me
3. Rules and Routines
4. Ourselves
5. My family
6. Spheres of influence
7. Black History

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal Social and Emotional	<p>Self-regulation</p> <p>To recognise different emotions.</p> <p>To understand how people can show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p> <p>Managing self</p> <p>To independently be able to:</p> <p>use the toilet</p> <p>wash hands</p> <p>put coat on</p> <p>change shoes into wellington boots</p> <p>To explore the Reception environment.</p> <p>To begin to understand the rules of a classroom</p> <p>Building Relationships</p> <p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults.</p> <p>To play with children who are playing with the same activity.</p>						
		<p>2</p> <p>Learn how to separate from parents and begin bonding with their classmates and adults</p> <p>Get to know the school environment, their peers and teachers.</p> <p>Learn where places are - toilets/playground/lunch hall</p>	<p>3</p> <p>Learn how to separate from parents and begin bonding with their classmates and adults</p> <p>Get to know the school environment, their peers and teachers.</p> <p>Learn where places are - toilets/playground/lunch hall</p>	<p>4</p> <p>Learn how to separate from parents and begin bonding with their classmates and adults</p> <p>Get to know the school environment, their peers and teachers.</p> <p>Learn where places are - toilets/playground/lunch hall</p>	<p>5</p> <p>Learn how to separate from parents and begin bonding with their classmates and adults</p> <p>Get to know the school environment, their peers and teachers.</p> <p>Learn where places are - toilets/playground/Lunch hall</p>	<p>6</p> <p>Learn how to separate from parents and begin bonding with their classmates and adults</p> <p>Get to know the school environment, their peers and teachers.</p> <p>Learn where places are - toilets/playground/Lunch hall</p>	<p>7</p> <p>Learn how to separate from parents and begin bonding with their classmates and adults</p> <p>Get to know the school environment, their peers and teachers.</p> <p>Learn where places are - toilets/playground/Lunch hall</p>
Communication and Language	<p>Listening Attention and Understanding</p> <p>To listen to and follow basic classroom instructions</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions/directions.</p> <p>Speaking</p> <p>To talk in front of a small group.</p> <p>To talk to their teacher and other supporting adults.</p> <p>To learn new vocabulary linked to the topic.</p>						

		2 Talk about their feelings/families and themselves.	3 Introduce Goldilocks and the Three Bears. Children listen to the story. They practise using the language: big, small, hot, cold. They act out the story and talk about it.	4 They continue to practise language from the story. They learn phrases off by heart. - "Who's been sleeping in my bed?" They act out the story.	5 Introduce the Three Little Pigs. The children listen to the story. They practise using the language: straw, wood, brick They act out the story.	6 They continue to practise language from the story. They learn phrases off by heart.- "not by the hairs on my chinny chin chin!"	7 The children retell their own version of The Three Little Pigs
Nursery rhymes		Teddy Bear Teddy Bear Turn Around When Goldilocks went to the house of the bears...	I'm a Little Teapot Wind the bobbin up....	Round and Round the Garden	This Little Piggy...	Incy Wincy SPider	Polly Put the Kettle On
Literacy	Comprehension To use pictures to tell stories. To listen to stories read to them and engage in story time. To independently look at a book, holding it the correct way and turning the pages carefully. Word Reading To recognise their written name. To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog. Writing To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.						
		2 To use the environment and write, building confidence with holding a pencil. To label a picture of their family	3 To begin to listen to a story read by a teacher.	4 To use pictures to tell stories. To copy letter shapes introduced by Little Wandle	5 To listen to a story read by a teacher.	6 To use pictures to tell stories. To copy letter shapes introduced by Little Wandle	7 To use pictures to tell a story. To create their own story. To give meaning to the marks they write.
	Little Wandle Phonics Autumn 1 start in week 4: https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/						
Physical Development	Gross motor: To move safely within a given space. To stop safely. To begin to develop control when using basic equipment Fine motor: To begin to use a tripod grip when using mark making tools To thread large beads. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.						
Gross Motor		2 To use the, trim trail and the bikes safely	3 To learn to use the climbing frame	4 Get Set 4 PE	5 Get Set 4 PE	6 Get Set 4 PE	7 Get Set 4 PE
Fine motor		To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools To thread large beads. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching.					

Mathematics	<p>To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.</p> <p>To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5. To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours. To recognise and name a circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures. To order days of the week. To sequence daily event using words related time.</p>						
White Rose Maths		2	3 Getting to know you Matching	4 Getting to know you Sorting	5 Getting to know you Comparing heights	6 Just like me Creating and repeating patterns using objects	7 Just like me Creating and repeating patterns using objects
Understanding the world	<p>Past and present</p> <p>To be able to identify how they have changed from when they were a baby</p> <p>People, Culture and Communities</p> <p>To be able to talk about their own lives – my family, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers.</p> <p>To know the name of the town where they live.</p> <p>The Natural World</p> <p>To talk about a simple map and draw information from it.</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>To know features of their own immediate environment.</p> <p>To identify and recognise the features of Autumn.</p> <p>Computing</p> <p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons</p>						
		2 Talk about their family and community. Show a map of route from classroom to dining hall- discuss route	3 Talk about their family and community. Become familiar with their environment.	4 Talk about their family and community. Talk about the family of The Three Bears.	5 Understand how they have changed from when they were a baby	6 Draw a map of The Three Little Pigs	7 Discuss the changes in the weather Talk about Harvest
Expressive Arts	<p>Creating with Materials</p> <p>Drawing Bears</p> <ol style="list-style-type: none"> 1. Begin to draw circles and ovals that are closed and begin to join different shapes e.g. drawing a bear/pig. 1. Begin to fill a drawn space with a colour using chalk pastels. 2. Begin to use different art media e.g. paint, chalk pastels, oil pastels, charcoal, graphite sticks etc. <p>Painting/Collage Creating faces from natural/recycled materials/3D work</p> <ol style="list-style-type: none"> 1. Handle and manipulate a wide range of collage materials, sorting and selecting according to colour, shape, texture, size. 2. Exploring paint colours with fingers/ thick and thin brushes 1. Begin to assemble and join materials to make a model <p>Being imaginative and Expressive</p> <p>Games to get to know each other & Fairy-tales</p> <p>Music:</p> <ol style="list-style-type: none"> 1. Basic posture with relaxed shoulders, singing mouth and sound projection 2. Singing in unison 3. Free exploration of pitch and rhythm 4. High and low 						
		To draw a picture of themselves and their family	To draw a picture of themselves and their family	To draw a bear or pig using ovals and circles.	To explore mixing colours with paints.	Make a house for one of the characters from the stories	