

Physical Development

- Weekly PE sessions - Core Real PE - Foundation Unit 1 Personal Skills/Coordination/Static Balance
- Develop core strength through activities to support sitting on floor and chairs
- Cutting tools and numbers in the dough area
- Snack time - hygienic practices (e.g. washing hands before snack)
- Use one handed tools and equipment (e.g. scissors and mark making implements)
- Toileting and managing own personal hygiene
- Variety of construction toys - large bricks, Lego
- Outdoors - den making, bikes, scooters, bats & balls, mark making tools
- Activities to encourage fine motor skills and pencil control - encourage correct pencil grip
- Support children in taking coats on and off and dressing/undressing
- Observe how physical activity effects their body



Hunts Cross Primary School

Reception Overview

(Autumn 1 2022)

All about Me

(Prime Areas)

Personal, Social and Emotional Development

- Adult focus during continuous provision to support children in making choices, planning what they are going to do and tidying areas that they have used
- Speak in a group to complete the sentence 'I can...'
- Devise class rules with children- refer to it as much as possible during the day to earn rewards
- Talking about family and home life - children to bring in photographs babies , their family and homes.
- Circle time - all about me - I am valued, things that I can do, what makes me happy, what make me sad.
- Discuss what they like to do and what they don't like to do and why
- Teach children to use knives and forks - home/dough area, lunch time
- Snack - turn taking, co-operation
- Form friendships with other children and adults.
- Toothbrushing
- Importance of routines, including sleep.
- Self regulation - Colour Monsters - identifying and regulating feeling techniques

Communication and Language

- Join in with songs and rhymes
- To join in when conversation interests them
- To know their own and each other's names
- To listen to stories with increasing attention and recall
- Learn new words rapidly and use them in communicating about matters that interest them
- Join in with repeated refrains and anticipate key events in familiar rhymes and stories
- To learn to follow directions/instructions and listen to their friends



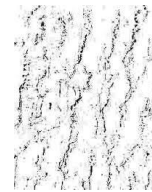
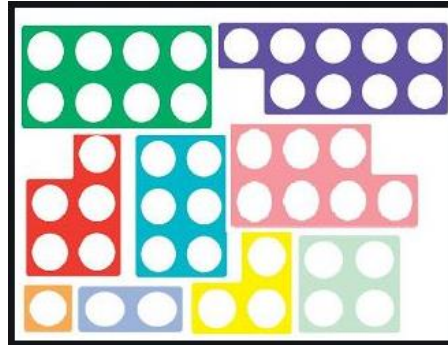
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(Autumn 1 2022)

All about Me

(Specific Areas)



Expressive Arts and Design

- Music - Charanga scheme
- Explore, play and name a variety of musical instruments
- Printing hands, painting self-portraits
- Role Play - Home area-baby clinic.
- Collage - indoors - different colours and textures, outdoors - natural materials tree rubbings.
- Choosing resources for a particular purpose in the making area.

Understanding the World

- What do I know about me? -friends, likes, dislikes, body parts, family. Talk about members of immediate family and community.
- Is everybody's home the same? Look at immediate environment - field work/maps
- ICT - using the Interactive Whiteboard and 'Sound Buttons'
- Draw pictures of themselves on the computer/ write names
- MGL 'I am computer scientist.'
- Explore their senses using sensory trays
- Talk about significant events in own experiences - home and family
- Learn about the seasons of the year by looking for and discussing signs of Autumn
- Halloween Harvest Nocturnal Animals.
- Harvest



Mathematics

NCTEM/White Rose/Numberblocks

- Counting to 10 and then 20 forwards and backwards
- Recognising numbers to 5 and beyond
- Join in with number rhymes
- Match number and quantity correctly
- Make comparison between quantities
- Recognise shapes and patterns
- Recognise variation in size
- Vocabulary of more / less
- Daily routine time.
- Exploring Numicon

Religious Education

- Theme, Special People
- What makes people special?
- Christianity, Judaism

Literacy

- Level 1+ Floppy's phonics
- Segmenting and blending sounds in simple words
- Mark making using paint brushes, rollers, paints, chalks, pens, pencils
- Letter/word/rhyming games
- Focus on writing initial sounds and own name
- The Something (A Friendship Story) - Read to Write/Literacy Counts
- Experience of different types of books
- Story mapping skills using pictures and actions

