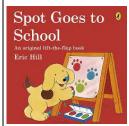
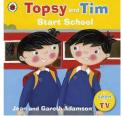


Autumn Term

Reception and Nursery Curriculum Overview - It's Good to Me! (Year A)

Link Texts:

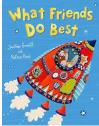


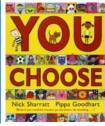


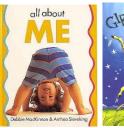


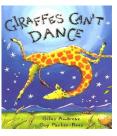


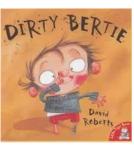




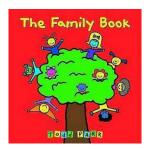




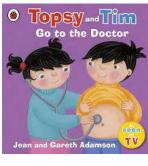


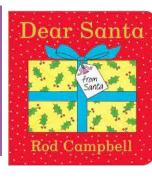


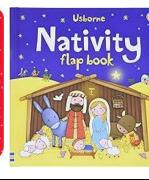




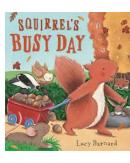














Themes/Interests/Lines of Enquiry:



















Rules and Expectations Friendships Feelings and emotions Keeping Clean Celebrations Seasonal Changes

Seasonal Fes	tivals/Celebrations/Events : Completion o _f EYFS Baseline Assessment in Reception, Bonfire Night (5th Novemb	er), Remembrance Day (IIth November), Christmas, Diwali (12th November), Harvest (4rd October), Autumn, 'I Can Leaves' Session.
	Three and Four Year Olds	Children in Reception

Jevelopment Matters

- Select and use activities and resources with help when needed.
- Develop their sense of responsibility and membership of a community.
- Be more outgoing with unfamiliar people.
- Show more confidence in new social situations.
- Play with one of more children. Extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries.
- Increasingly follow rules.
- Talk about feelings using words like happy / sad / angry or worried.
- Begin to understand how others might be feeling.

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- · Identify their own feelings socially and emotionally.
- Manage their own needs.

Planned Teaching and Learning Opportunities

- Drawing our own family and talking about who is in our family.
- Talking about feelings and describing how we feel using the mirrors.
- Teaching children to share and take turns when using the different resources with their friends.
- Create a set of classroom rules and discuss the importance of following these.
- Learn how to tidy up the classroom environment and put resources back into the correct places. Discuss the importance of looking after our toys.
- Introduce the values of 'Perseverance', 'Friendliness', 'Kindness' and 'Hope.'
- Introduce and model positive mind set when facing new challenges.
- Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikes.
- · Learn how to meet their own needs with hands washing and toileting.

- climbing
physical disciplines including dance,
ling, paintbrushes, scissors, knives, forks and
,
' - healthy eating - having a good sleep
pl .li

			Understand that print has meaning.	• Read individual letters by saying the sounds for them.
	ร		Understand that print has meaning. Know the names of the different parts of a book.	Blend sounds into words, so that they can read short words made up of known lettersound correspondences.
	latte		Know that print can has different purposes.	• Form lower-case and capital letters correctly.
	opment Mc Coverage			
	Cave	•	Understand page sequencing and that we read English text from left to right and from top to bottom.	
	Development Matters Coverage		Engage in extended conversations about stories, learning new vocabulary.	
			Write some of their name.	
-			Displaying familiar logos and images in the environment for children to recognise.	
			, , , , , , , , , , , , , , , , , , , ,	and a least discontinuous and Carlot Discharge December.
			Modelling how to read a book by going from left to right and top to bottom, turning the pages on	
foo			Introducing key vocabulary linked to the different parts of a book e.g. front cover, title, author, il	ustrator, blurb, index, contents page.
Liter) in		Discussing key characters and events in the stories we share together.	
	Planned Teaching and Learning Opportunities		Rhyming activities e.g. rhyming books, bingo, odd one out.	
	Teaching and Opportunities		Daily RWI phonics lessons in differentiated groups.	
	ing		Phonics games — Matching initial sounds to pictures, initial sound bingo.	
	each Ippo	·	Early reading games.	
	_ pg	•	Blending games on the IWB — Phonics Play Trash or Treasure/Obb and Bob.	
	and	•	Writing linked to role play e.g. shopping lists in home corner, telephone messages, doctor's notes.	
	≂	•	Name writing activities - tracing over name, copying name card.	
			Labelling pictures with initial sounds in Reception.	
			Labelling parts of our bodies.	
		•	Labelling fireworks using initial sounds or words e.g. bang, pop, crash.	
			Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Count objects, actions and sounds.
	rde .		Recite numbers past 5.	• Subilise.
	Coverage		Say one number for each item in order: 1,2,3,4,5.	• Link the number symbol (numeral) with its cardinal number value.
	ی	•	Experiment with their own symbols and marks as well as numerals.	Count beyond ten.
	int Matters	•	Compare quantities using language: 'more than', 'fewer than'.	 Understand the 'one more than/one less than' relationship between consecutive numbers.
	1 jus	•	Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using	• Compare length
	Developme		informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	
)evel		Understand position through words alone	
	_		Make comparisons between objects relating to size and length.	
		•	,	
			Subilising games — Flashcards, bingo, interactive whiteboard games, dice games, using objects.	
			Counting different amounts into tens frames.	
sų	Identifying and recognising shapes and numerals in the environment e.g. number/shape hunts.			
Maths			Practising counting as part of daily routines e.g. how many children are here today?	
	<u>Gu</u>		Carefully counting different objects e.g. people into houses, animals, linking elephants.	
	arı		Comparing groups of objects and using 'more' and 'fewer'. Looking at a number line to identify t	he relationship between consecutive numbers
	l Pd L		Numberblocks videos to support recognition and understanding of numbers.	
	Teaching and Learning Opportunities		Numberlies books to support with counting and recognition.	
	achin port		Introduce 2d shapes and talk about their properties.	
	J Te		Using 2d shapes to create pictures Introducing positional language such as 'in grant' or 'habind' and using abicate to demonstrate u	
	Planned		Introducing positional language such as 'in front' or 'behind' and using objects to demonstrate u	naer statianty.
	PI		Comparing height/shoe size/hair length and begin to order. Sorting objects by size/shape/colour.	
			Counting rirework sounds using the drum.	
			Making a polion using different amounts of objects.	
			Match my actions game.	
			Number rhymes/ number rhyme of the week.	
			rumber mymes/ number myme of me week.	

	alters Coverage	 Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. 	 Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside.
	Development Matters	 Snow interest in different occupations. Explore how things work. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world. 	 Understand the effect of changing seasons on the natural world around them.
Man	Planned Teaching and Learning Opportunities	 Sharing family photographs — talking about themselves and their immediate family members (how Learn about the season of Autumn nature walk within school grounds — collecting and taking photos of natural objects/seasonal chan Talking about the weather daily and how it changes Exploring the outdoor area - describing what they can see and do. Harvest time — naming vegetables, how they grow, vegetable tasting. Making bread in a small group (linked to The Little Red Hen) — following a recipe, talking about chen Doctors role play area — Showing an interest in different occupations. Taking photos of the signs of Autumn/visiting a special tree. Looking at ice and exploring how this changes. Talk about individual differences and what makes us special e.g. hair colour, eye colour, likes/dislikences a period occupations and colour occupations e.g. dentist/doctor. Sharing about occupations e.g. dentist/doctor. Snap Science activities and exploring how toys work. 	hanges to ingredients when they are mixed together.
EAD	Development Matters Coverage	 Take part in simple pretend play, using an object to represent something else. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. 	 Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. 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.

	• Daily access to creative areas to use a range of materials and media to create pictures and models.
	Draw or paint a family portrait (selecting own media and materials)
	 Prinking and observational drawings of fruit/vegetables linked to autumn/harvest- using pencil crayons (focus on choosing the correct matching colours/size of different vegetables/adding details e.g. a stalk, spots)
	 Daily nursery rhymes and songs.
	 Use collected leaves, conkers, pine cones to create artwork.
<u> </u>	Dolls house/home corner role play — acting out every day experiences.
3	Representing different emotions using playdough, painting, drawings.
	Doctors role play area — taking on different roles e.g. doctor/nurse/patient/receptionist.
Opportunities	• Create a representation of the class minibeast to display in group areas.
Opportur	Listening activities — Discussing different sounds and music.
o	• Using instruments to make a song for Gerald to dance to.
	• Junk modelling a house and decorating using a variety of materials.
	Firework pictures using different media and materials — e.g. marble painting, toilet roll tube stamps, chalk.
	 Moving in different ways like fireworks to music using ribbons.
	• KAPOW music lessons.
	 Making a salt dough Christmas decoration.
	• Using straws to create a skeleton.
	• Creating our own shape pictures in the style of Kandinsky.