



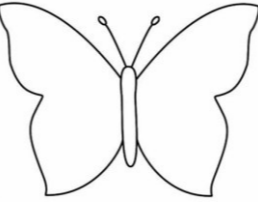

Reception Planning – Me and My Community-Feelings Term: Autumn 1 2024

| Learning Intentions-Ranges/ELG's | | | | | | | | |
|----------------------------------|--|---|---|--|--|--|---|--|
| Week | PSED | Physical D | Com & Lang | Literacy | Phonics | Mathematics | Und the World | Ex Arts & Design |
| Week 1 | Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Talks about their own and others' feelings and behaviour and its consequences. Range 6 | Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Range 5 Shows a preference for a dominant hand. Range 6 | Builds up vocabulary that reflects the breadth of their experiences. Range 5 Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Range 5 | Attempts to write their own name. Range 5 Recognising familiar words and signs such as own name, advertising logos and screen icons. Range 5 | Begins to develop phonological and phonemic awareness. - Shows awareness of rhyme and alliteration | Shows awareness of shape similarities and differences between objects. Creates their own spatial patterns showing some organisation or regularity. Range 5 NCETM 1 | Shows care and concern for living things and the environment. Range 5 Developing an understanding of growth, decay and changes over time. Range 5 Begin to understand the effect their behaviour can have on the environment. Range 5 | Sings familiar songs and rhymes. Range 5 Begins to build a collection of songs and dances. Range 6 |
| Week 2 | Talks about how others might be feeling & responds according to their understanding of the other person's needs & wants. Range 5 Talks about their own and others' feelings. Understands their own and other people's feelings, offering empathy and comfort. Range 6 | Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Range 5 Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Range 5 Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Range 6 | Talks more extensively about things that are of particular importance to them. Range 5 Introduces a storyline or narrative into their play. Range 6 Listens to familiar stories with increasing attention and recall. Range 5 Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Range 6 | Hears and says the initial sounds in words. Range 5 Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. Range 5 | - Recognises rhythm in spoken words, songs, poems and rhymes. - Claps or taps the syllables in words during sound play. - Hears and says the initial sound in words. Range 5 | Subitises one, two and three objects (without counting) Range 5 - Cardinality NCETM 2 Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5 Range 5 - Counting Begin to recognise numerals 0 to 10 Range 5 - Counting Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Range 5 NCETM | Knows some of the things that make them unique & can talk about some of the similarities & differences in relation to friends or family. Range 5 | Uses tools for a purpose. Range 5 Continues to explore colour and how colours can be changed. Range 5 Developing an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. Range 5 Experiments and creates movement in response to music, stories and ideas. Range 5 |
| Week 3 | Talks about their own and others' feelings. Understands their own and other people's feelings. Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Range 6 | Shows understanding of how to transport and store equipment safely. Range 6 Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience. Range 6 | Uses talk to explain what is happening and anticipate what might happen next. Range 5 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6 | Writes recognisable letters in sequence, such as in their own name. Range 6 Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. Range 6 | Begins to develop phonological and phonemic awareness. Range 6 - Continues a rhyming string and identifies alliteration. Range 6 | Compares two small groups of up to five objects, saying when there are the same number of objects in each group. Range 5 - Comparison Creates their own spatial patterns showing some organisation or regularity. Range 5 - Pattern White Rose 3 | Shows interest in the lives of people who are familiar to them. Range 5 Can name and identify different parts of the body. Range 5 PD | Uses available resources to create props or creates imaginary ones to support play. Range 5 Creates representations of both imaginary and real-life ideas, events, people and objects. Range 6 |
| Week 4 | | | Beginning to understand why and how questions. Range 5 Listens and responds to ideas expressed by others in conversation or discussion. Range 6 Understands questions such as who; why; when; where and how. Range 6 | Talks about events and principal characters in stories and suggests how the story might end. Range 5 | - Hears and says the initial sound in words. Range 6 - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. Range 6 | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Range 5 - Composition. Compares two small groups of up to 5 objects, saying when there are the same number of objects in each group. Range 5 - Comparison NCETM Explores and adds to simple linear patterns of two or three repeating items. Range 5 - Pattern Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. Range 5 - Pattern White Rose 4 | | Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts . Range 6 |
| Week 5 | Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. Range 6 | Observes and controls breath, able to take deep breaths scrunching and releasing the breath. Range 5 Observes and can describe in words or actions the effects of physical activity on their bodies. Range 5 | Talks more extensively about things that are of particular importance to them. Range 5 Introduces a storyline or narrative into their play. Range 6 | Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6 Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. Range 6 | | Subitises one, two and three objects (without counting) Range 5 - Cardinality Engages in subitising numbers to four and maybe five. Range 6 NCETM In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Range 5 - Measures White Rose 5 | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Range 5 Knows how to operate simple equipment, can navigate touch-capable technology with support. Range 5 Knows that information can be retrieved from digital devices and the internet. Range 5 | |

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| Week | PSED | Physical D | Com & Lang | Literacy | Phonics | Mathematics | Und the World | Ex Arts & Design |
| Week 6 | Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. Range 6 | Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Range 5 Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Range 6 | Listens to familiar stories with increasing attention and recall. Range 5 Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Range 6 | Sometimes gives meaning to their drawings and paintings. Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. Range 5 Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Range 6 | Begins to develop phonological and phonemic awareness. Range 6 - Continues a rhyming string and identifies alliteration. Range 6 - Hears and says the initial sound in words. Range 6 - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. Range 6 Assessment and Review | Compares two small groups of up to 5 objects, saying when there are the same number of objects in each group. Range 5 - Comparison NCETM In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Range 5 - Measures White Rose 6 Assessment and Review 7 | Enjoys joining in with family customs and routines. Range 5 Remembers and talks about significant events in their own experience. Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Range 5 Knows about similarities & differences between themselves and others & among families, communities, cultures & traditions. Range 6 | Uses tools for a purpose. Range 5 Uses movement and sounds to express experiences, expertise, ideas and feelings. Range 5 Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. Range 6 Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. Range 6 Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Range 5 PD |
| Week 7 | Aware of the similarities & differences between themselves and others in more detailed ways & identifies themselves in relation to social groups and to their peers. Range 5 Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6 | Can mirror the playful actions or movements of another adult or child. Range 5 Can initiate and describe playful actions or movements for other children to mirror and follow. Range 6 | Uses talk to explain what is happening and anticipate what might happen next. Range 5 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6 Beginning to understand why and how questions. Range 5 Listens and responds to ideas expressed by others in conversation or discussion. Range 6 Understands questions such as who; why; when; where and how. Range 6 | Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6 | | | | |

Reception Planning – Me and My Community-Feelings Term: Autumn 1 2024

| | Events | PSED | Physical D | Com & Lang | Literacy | Phonics | Mathematics | Und the World | Ex Arts & Design |
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| Week 1 | TEAM TRUST Reading challenge The Tree and The River book * Kindness Curriculum Mindfulness Pose of a Tree Yoga | First week-settling in. Learning classroom rules and whole school behavioural expectations. * Start Baselining children , especially children new to our school for the Birth to 5 Matters -Range Grids. | The Tree and The River Book Fine motor skills *Exploring dough and modelling tools to create trees. PE- Early Years Play Package Bolsover District Council Early Years Play Package Bolsover District Council Learn good movement through play, unstructured but meaningful play using equipment designed to help improve locomotion, stabilisation, and manipulation, hugely important in younger years. Introduction to PE: Unit 1 Get Set 4 PE In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping. Key skills: Physical: run, jump, hop, skip, balance, crawl Social: share, communication, work safely, co-operation, leadership Emotional: independence, perseverance, confidence Thinking: select and apply actions, comprehension, reflection, make decisions | The Tree and The River Book Go through the book page by page. How are the humans behaving in or near the tree or river? Order some story images in continuous provision following class shared reading. Create a tough spot representation of the story complete with tree, river, homes, people and cars so that children can explore and retell. Provide labels for key aspects such as tree, river, city and acorn. Baseline -Name Writing | | N/A | The Tree and The River Book Shape Trees Can the children use mosaic shapes and 2D shapes to create different designs of trees. How many shapes are used in the different designs? Can the children talk about the shapes properties and why they used certain ones? | The Tree and The River Book Encourage children to answer questions about the effects of change on the environment. How do I care for the environment? - EYFS - Reception - BBC Bitesize | Learn a song about a tree growing from an acorn Acorns into Oak Trees Song (Sing to the tune of 'Twinkle, Twinkle Little Star') Oak tree, oak tree, big and tall, How you start as acorn small. Plant the acorn in the wood, Time and care the acorn should, Grow up strong for all to see, From acorn to tall oak tree. |
| Week 2 | | Exploring emotions Thinking about different emotions, giving them their own colour. What colour would you choose? Why? Re-introduce the zones of regulation. Exploring emotions, how do they feel about starting school? Fearful? | | Baseline *Tell me a story Discussing the colours and their meanings. The Colour Monster Introduce and read the story. Get the children's initial thoughts. | The Colour Monster *Writing-Who makes me happy? Who is special to me? | Phase 2 s a t p Reading practice sessions with wordless books | NCETM Mastering Number – Subitising within 3 White Rose – Baselines | All about you-Birthdays Talking about our birthdays, what happens- e.g. cards, cake, parties. | Fear Black themed creative activities to explore. What would they draw to represent this? Using black charcoal, black paper, tissue paper, black playdough. |
| Week 3 | | The Colour Monster Remind the children of all the six different emotions. Collect ideas from some children-make a list. Emotion jar drawings -children to represent personal experiences. | | The Colour Monster Repeat and rehearse the story. Pause at different sections throughout the book, can the children remember what happens next? | The Colour Monster Can you draw the 'sad' Colour Monster? What makes you sad? Write the emotion label and possibly the colour. Using phonics 's' 'a' 'd' knowledge. | Phase 2 i n m d Reading practice sessions with wordless books | NCETM Mastering Number – Counting, ordinality and cardinality Focus on counting skills White Rose – Match, sort and compare | All about you-The body Discuss different parts of the body and what they are used for. Drawing picture of a human body – giving detail to features learnt. Our Body Developing Experts Music-Charanga – | Angry Red themed creative activities to explore. When you feel angry, what happens, how could you represent this in 3D? Using red dough. Music-Charanga – 'If you're happy and you know it'-first practice. |
| Week 4 | * Kindness Curriculum Gratitude | | | The Colour Monster Which colour monster is your favourite? Why? Can they label it? Or add some key words? Adult can scribe children's answers. |  | Phase 2 g o c k Tricky words Is Reading practice sessions with wordless books | NCETM Mastering Number – Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4 White Rose – Match, sort and compare | Head, shoulders, knees and toes /My Lessons/My Workspace/Home – Derby & Derbyshire Music Partnership (charanga.com) | Sad Blue themed creative activities to explore. Using blue playdough to represent sad faces or tear drops? |
| RECEPTION BASELINE ASSESSMENT WEEK | | | | | | | | | |

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| Week 5 | | <p>Circle time-Healthy Me - Exploring what we can do to look after our body and mind. Why this is important?</p> | <p>Exercise and Our Body Look at how exercise changes our body e.g. heart rate, temperature, thirst, tiredness, needing rest etc. *Discuss with the children when they have come back from PE sessions in the hall</p> | <p>Colour Monster-Story drawing, writing The children will: *Draw their story *Tell their story *Relate their story to 'The Colour Monster' *Use 'Once upon a time' *Use 'The end'.</p> | | <p>Phase 2 ck e u r Tricky words I *Start Guided Reading with decodable books</p> | <p>NCETM Mastering Number – Subitising Subitise objects and sounds White Rose – Talk about measure and patterns</p> | <p>Where I live Shirebrook area – landmarks, different houses, things to do. *IWB internet research- how do we find information? What questions do you have ? Construction area – building significant buildings from Shirebrook area.</p> | <p>Calm Green themed creative activities to explore. Explore using the green kinetic sand to represent the 'calm' emotion. DO they feel clam using and feeling the kinetic sand? Is it therapeutic, relaxing?</p> |
| Week 6 | | <p>Senses Walk Go on a walk around school and discuss all the senses. What do they notice inside or outside? Sight Sound Touch Taste Smell The Senses Developing Experts</p> | <p>Sensory table – variety of natural objects. Provide magnifying glass. </p> | <p>The Worrysaurus Introduce and read the story. Get the children's initial thoughts. Do you understand why the dinosaur is worrying? What do you worry about? What helps makes things better?</p> | <p>The Worrysaurus Fill in the 'butterfly' and draw/write what makes you worry, nervous 'gives you butterflies in your tummy like the 'Worrysaurus' dinosaur? </p> | <p>Phase 2 h b f l Tricky words the</p> | <p>NCETM Mastering Number – Comparison Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than White Rose – Talk about measure and patterns</p> | <p>Happy Yellow themed creative activities to explore. Can the children work together to create the 'Happy' colour monster using all things yellow for a collage effect. Can the children decide how to attach things to the monster? Using variety of resources/ textures. Focus on handling tools correctly- e.g. scissors. Add to Literacy display. Music-Charanga – Repeat-the song from before. 'If you're happy and you know it' Step 5/Everyone!/EYFS Units and Collections/Freestyle/Home – Derby & Derbyshire Music Partnership (charanga.com)</p> | |
| Week 7 | | <p>Circle time-Local area Discussing our favourite things to do in Shirebrook. Why? Talk about our journeys to school, comparing transport or walking, or who brings them to school?</p> | <p>Movement How does certain sounds and music make us feel and move, e.g. slow dancing, fast... *Ask for requests of sounds, music or rhymes that the children love and let them move and dance and sing to them altogether.</p> | <p>The Worrysaurus Repeat and rehearse the story. Pause at different sections throughout the book, can the children remember what happens next?</p> | <p>The Worrysaurus Packing a bag/tin with things to help stop worries and make everything and you feel better. Can they label the picture-'bag' and draw what they would pack in it to make them feel better? </p> | <p>Assessment and Review</p> | <p>Assessment and Review</p> | <p>Who do I live with? Discuss family units, compare and contrast. Construction area – Children to build using a variety of resources and construction to represent their home and the people they live with.</p> | <p>Love Pink themed creative activities to explore. Can the children make cards for people they love in their family? Using all different pink resources, cutting skills for card and paper etc.</p> |