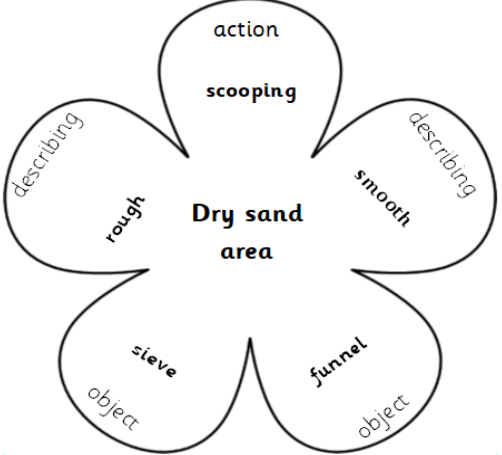
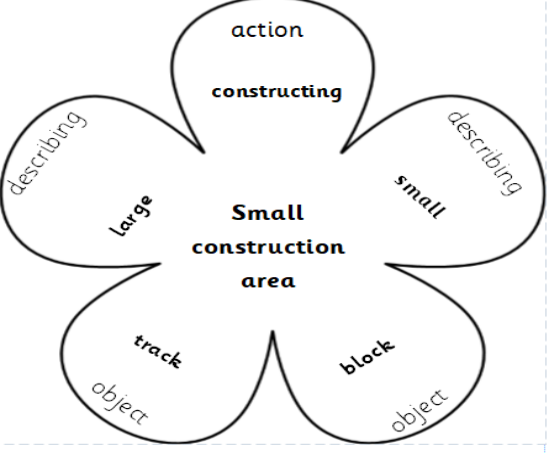
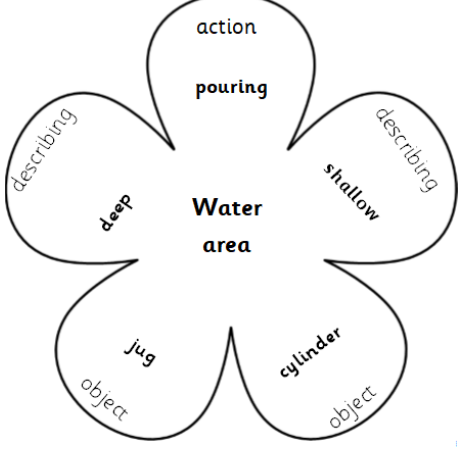
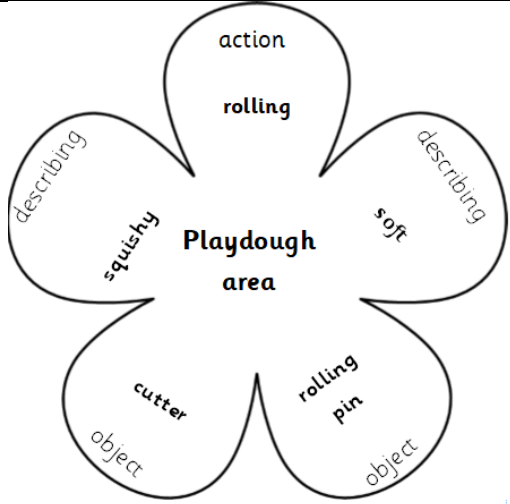
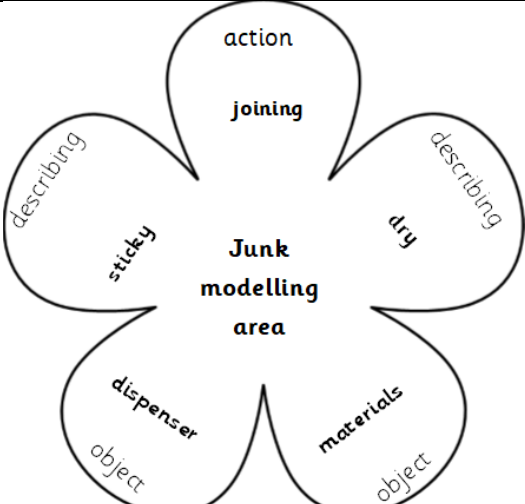
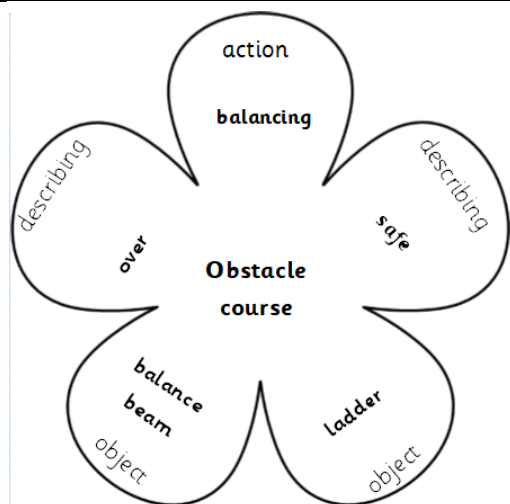
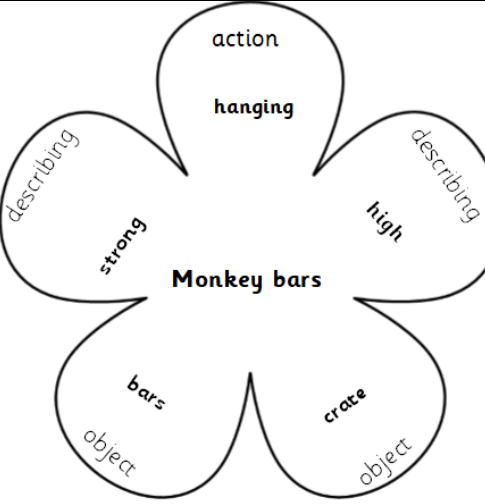
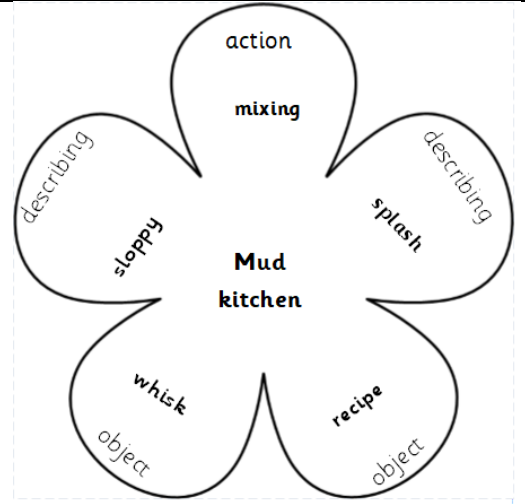


Reception – Autumn 1 I Am Special		
Communication And Language		
Key Learning Adult planned into continuous provision area every day to support interactions. Read and perform Owl Babies story. Morning entry discussions between peers and adults. Allocation of carpet spots and talk partners. Talk about the importance of greeting people appropriately and good manners.	Key Skills Use language to communicate needs and wants. Listen carefully, asking and answering questions. Understand the need to take turns when speaking. Begin to use new vocabulary introduced through stories and adult interactions. Engage in high-quality interactions with peers and adults in all areas of the learning environment.	Key Vocabulary Good morning, good afternoon, please, thankyou, please can I go to the toilet, please can you help me Silent, swooped, trunk, once upon a time *plus vocabulary is displayed many learning areas on vocabulary flowers for adults to use with the children during play and high-quality interactions
Personal, Social and Emotional Development		
Key Learning Share stories linked to PSED themes on a daily basis, e.g. I really want to shout. Introduce the Zones of Regulation and the story of The Colour Monster. Teach children how to use the visual timetable and other visuals. Teach children how to use the sand timer to take turns, e.g. class PCs and counting to ten for the forest school swing.	Key Skills Begin to build friendships. Develop independence within the daily routine, e.g. getting our coat and water bottle. Follow rules and routines. Identify and talk about our feelings. Take turns to use resources and spaces. Understand that we are special and valued.	Key Vocabulary Happy, calm, relaxed, sad, tired, poorly, angry, mad, cross, worried, excited, kind, zone, feeling Share, take turns, wait, patient, now, next, before, after
Physical Development		

Key Learning	Key Skills	Key Vocabulary
Weekly PE sessions looking at fundamental skills in travelling and balancing. Daily Dough Disco. Daily Squiggle Whilst You Wiggle for gross motor development with flipper flappers and crayons on cardboard. Show children the visuals for using and flushing the toilet and washing hands to promote independence.	Move safely and in a range of ways. Develop fine motor skills through daily Dough Disco and finger gym activities. Develop gross motor skills through weekly PE, daily Squiggle Whilst You Wiggle and outdoor provision. Use the toilet independently. Follow routines for health and hygiene, such as washing hands. Use tools such as scissors, pencils and paintbrushes.	balance, jump, hop, bend, direction, land, run, safe, space, stop, travel, heartbeat, exercise wash, soap, rinse, dry, bathroom, flush, tap, sink, germs, clean, dirty
Literacy		
Key Learning	Key Skills	Key Vocabulary
Draw characters from Owl Babies. Paint and describe the setting of the Owl Babies. Draw a story map of the main events of Owl Babies. Write name on all creations and at top of English book. Play phase 1 phonics games. Write new sound each day in Phonics book.	Daily Read Write Inc phonics to develop letter and sound recognition. Begin to blend sounds into words. Segment the sounds in vc and cvc words. Develop interest in making a mark in a range of ways. Recognise and write own name. Enjoy and engage with a range of quality stories.	Draw, write, letter, word, sound, blend, segment, Fred fingers, Fred talk Story, story map, retell, characters, setting, events, describe, beginning, middle, end
Maths		
Key Learning	Key Skills	Key Vocabulary
Use Numberblocks resources to explore the quantities of 1, 2 and 3. Count apples in the channels and ramps area.	Explore and investigate quantity, shape, space and measure through the learning environment.	Count, how many, subitise, show, zero, one, two, three, four, five, none, same as, equal/equals, add, plus, altogether

Count snack and ensure there is enough for everyone. Place conkers in five frames and other counting resources with one to one correspondence. Fill and empty sand and water containers. Daily NCETM maths meeting.	Use concrete resources, such as five frames, dice, blocks and counters. Subitise represent and recognise five. Count accurately using one to one correspondence. Apply mathematical understanding through opportunities in the daily routine, e.g. snacktime.	Empty, full, half full/empty, measure, estimate, enough, not enough, too much, too little, nearly, almost
Understanding The World		
Key Learning Share photographs of family. Share baby photographs. Explore the seasonal change from Summer to Autumn in the outdoor area and through stories. Wonder walk around the school grounds. Use home corner resources to recreate own experiences of home and community life. Explore forest school using all of the senses. Think Equal programme.	Key Skills Explore the natural world around us, including our school grounds and the local area. Talk about members of our immediate family and community. Use role play to communicate our understanding of family life and begin to appreciate that not all families are the same. Become familiar with journeys around school. Develop understanding of time by observing seasonal changes as well as daily changes in our timetable and calendar.	Key Vocabulary Today, yesterday, tomorrow, calendar, day, week, memory, remember Building, town, road, path, place, Jarrow, map, journey Season, Autumn, change/changing, sun, rain, wind, cloud
Expressive Arts and Design		
Key Learning Draw self –portrait. Paint self-portrait. Create self-portrait using fruit and vegetables in the style of Arcimboldo. Use playdough to create the baby owls from Owl Babies and retell the story.	Key Skills Develop drawing and painting skills through creating self-portraits. Explore transient art with natural materials by making self-portraits with fruit and vegetables. Explore shape and technique through the work of Kandinsky.	Key Vocabulary Pen, pencil, paintbrush, pot, apron, portrait, mix Dough, cutter, rolling pin, tongs Scissors, glue, tape, dispenser, boxes, tubes

Use junk modelling resources to create owls. Create owls and Autumn scenes using natural materials on the light box. Create concentric circles paintings and transient art in the style of Kandinsky. Kapow Exploring Sound unit. Focus Artists: Arcimboldo, Kandinsky	Engage with music, looking at body percussion and vocal sounds. Sing nursery rhymes and counting songs. Develop storylines in pretend play.	Song, tune, tambourine, drum, shaker, perform, listen, audience, fast, slow
Key Texts		
Our Class is a Family Owl Babies Little Red Hen The Colour Monster		
Enrichment Activities		
Owl visit and workshop from Gosling Raptors Library visit and storytelling session Meet Our Buddies assembly Autumn stay and play with parents		
Vocabulary Flowers for Continuous Provision Areas		
 A vocabulary flower for the 'Dry sand area'. The center is labeled 'Dry sand area'. The petals contain the following terms: 'action' (top), 'scooping' (top-left), 'describing' (top-right), 'smooth' (right), 'funnel' (bottom-right), 'object' (bottom), 'sieve' (bottom-left), 'rough' (left), and 'describing' (top-left).	 A vocabulary flower for the 'Small construction area'. The center is labeled 'Small construction area'. The petals contain the following terms: 'action' (top), 'constructing' (top-left), 'describing' (top-right), 'small' (right), 'block' (bottom-right), 'object' (bottom), 'track' (bottom-left), 'large' (left), and 'describing' (top-left).	 A vocabulary flower for the 'Water area'. The center is labeled 'Water area'. The petals contain the following terms: 'action' (top), 'pouring' (top-left), 'describing' (top-right), 'shallow' (right), 'cylinder' (bottom-right), 'object' (bottom), 'jug' (bottom-left), 'deep' (left), and 'describing' (top-left).

 Playdough area - action: rolling - describing: soft - object: rolling pin - object: cutter - describing: squishy	 Investigation area - action: investigating - describing: spiky - object: curiosity cube - object: magnifying glass - describing: crunchy	 Junk modelling area - action: joining - describing: dry - object: materials - object: dispenser - describing: sticky
 Obstacle course - action: balancing - describing: safe - object: ladder - object: balance beam - describing: over	 Monkey bars - action: hanging - describing: high - object: crate - object: bars - describing: strong	 Mud kitchen - action: mixing - describing: splash - object: recipe - object: whisk - describing: sloppy

