

<p><u>Expressive arts and design</u> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Show different emotions in their drawings – happiness, sadness, fear, etc. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Create leaf people.</p>	<p><u>Understanding the World</u> Talk about seasons, their natural surroundings what can they observe. Talk about their family, share pictures and listen to what they say. Talk about how families are different and share texts. Talk about people they have come across in their community. Compare figures of the past. Look at similarities and differences in the past. Uses senses appropriately. Begin to make sense of their own life-story and family’s history. Talk about harvest festival – growing foods - carrots. Make bread and talk about changing materials. Make bird feeders – bird watching. Continue developing positive attitudes about the differences between people. Talk about the differences between materials and changes they notice.</p>	<p><u>Personal, Social and Emotional development</u> Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Make healthy choices about food, drink, activity and toothbrushing. Use and understand class rules. Talk about self regulation – how can I calm myself – breathing. Yoga sessions.</p>	<p><u>Communication and Language</u> Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Start a conversation with an adult or a friend and continue it for many turns. Phonics – learn a range of sounds taught throughout the week – join in with phonic sessions. Listening games developing turn taking.</p>
<p style="text-align: center;"><u>Medium term plan</u> Reception- Autumn 1</p> <p><u>Theme/ Books:</u> All About Me/What can I be? Harvest/Pumpkins/ Incredible You/ All are welcome here/ What type of family are we/marvellous me, Pumpkin Soup.</p> <p>Enrichments - Key visitors and trips</p>		<p><u>Physical Development</u> <u>Fine Motor</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop pencil control and grip in order to write single letters and cvc words. <u>Gross Motor</u> PE – Fundamental movement skills. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	

Literacy

Write name
Write initial sounds in words.
Begin to think about middle and end.
Draw self portraits, families using tools safely and effectively.
print can have different purposes
the names of the different parts of a book.
Begin to segment and blend single sounds and cvc words.
Recognise and say sight words.
spot and suggest rhymes
count or clap syllables in a word
Engage in extended conversations about stories, learning new vocabulary.

Pumpkin soup

leaf man

The body book

The Colour Monster

Funny Bones

All about families

All are welcome here

Marvellous me

We are all different and it is amazing

The Smartest Giant

All about me

Mae's first day of school

My family your family

Super duper you

Mathematics

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Recite numbers 1-10
Show 'finger numbers' up to 10.
Experiment with their own symbols and marks as well as numerals.
Develop understanding of number relating to money, clocks, on a number line, number square. Counting objects up to 10.
Look at tens frame representation.
Practising writing numbers during continuous provision.

Use large-muscle movements to wave flags and streamers, paint and make marks.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.