

St Thomas More – Reception Half term Planning

Topic: I am Special

Term: Autumn Term 1

EYFS coverage	<b>Week One</b> What we will explore/experience/ find out/ learn	<b>Week Two</b> What we will explore/experience/ find out/ learn	<b>Week Three</b> What we will explore/experience/ find out/ learn	<b>Week Four</b> What we will explore/experience/ find out/ learn	<b>Week Five</b> What we will explore/experience/ find out/ learn	<b>Week Six</b> What we will explore/experience/ find out/ learn	<b>Week Seven</b> What we will explore/experience/ find out/ learn
Themes	6/9/21 New Beginnings SETTLING	13/9/21 All About Me! SETTLING	20/9/21 All about me! What am I good at?	27/9/21 Caring for others (Emotions)	4/10/21 Me and My Family & what I do outside	11/10/21	18/10/21 Who is special to me?
RE Topic			Myself	Myself	Myself	Myself	Welcome
Assessments	NFER Baseline Name writing Assessments Number Assessments	NFER Baseline Silver shoe Assessment Sound Assessments				RE End of topic Assessment	Number Assessments Sound Assessment
<b>Personal, Social and Emotion Development</b> Self-Regulation Managing self Building relationships	We will show an awareness of the boundaries and set of behavioural expectations in Reception. We will learn about the school reward system. We will explore our environment with classroom adults whilst playing hide and seek games. We will learn how to help tidy up and look after our classroom.	We will continue to explore our indoor and outdoor learning environment and promote independence at selecting and using activities and resources. We will learn that we are part of a class and what that means.	We will learn to care for others.  We will reinforce class names – why are they important. Talk about being part of Reception and St Thomas More School.	We will play a Group game: Pass the smile. Passing a mirror around whilst singing: “my name is ---, hello ---“  We will be using and naming emotions. How can we help friends feel happy?	We will have mirrors and face templates – draw how you are feeling. We will talk freely about our important people and what we like to do with them. We will contribute to a group flower – we will recognise we are part of a smaller group within our class.	We will provide a role play environment that reflects lives that are familiar and unfamiliar to broaden children’s knowledge.  We will discuss that God loves everyone.	We will talk about who is special to them and why.  We will talk about how we are different and what makes us unique.
<b>Communication and Language</b> Listening Attention and Understanding Speaking	We will talk about the school rules and our responsibilities. We will talk about how to look after ourselves, the classroom and friends. We will read simple stories in small groups	We will model how to use the role-play areas. We will talk about who lives in our house.	<b>Poetry Basket:</b> Leaves are Falling  We will talk about the importance of our names – encourage children to learn one another’s names and to pronounce them correctly. We will talk about what is in our memory bag –	<b>Poetry Basket:</b> Cup of Tea  What makes you happy? We will draw what makes us happy and share it to with the rest of the class.	<b>Poetry Basket:</b> Wise Old Owl  We will name key facial features – model in sentences.	<b>Poetry Basket:</b> Chop, Chop  We will name places around school – model sentences.	<b>Poetry Basket:</b> Five Little Pumpkins  We will use positional language to say where something is. We will talk about our family and name family members.

	We will model how to expresses own preferences and interests using simple sentences.		modelling speaking in full sentences.				
<b>Physical Development</b> Gross Motor skills Fine Motor skills	Dough Disco Yoga Bugs:	Dough Disco Yoga Bugs:	Dough Disco Yoga Bugs:	Dough Disco Yoga Bugs:	Dough Disco Yoga Bugs:	Dough Disco Yoga Bugs:	Dough Disco Yoga Bugs:
	We will play with different shaped objects and make patterns and arrangements. We will use visual support to sequence routines such as toileting, handwashing and dressing.	We will practise big and small hand movements with swirls, zigzags, circles and lines. We will introduce class visual timetable for the routine of the day.	We will draw pictures of ourselves and talk about the marks we have made.	We will use fine motor control patterns- look at how to hold a pencil correctly. We will use tools effectively.	We will introduce how to use scissors safely – how to carry them around the classroom. We will begin to show accuracy and care when drawing our body parts when using fine motor skills.	We will experiment with different ways of moving when playing outside and inside. We will experiment with outdoor equipment (boxes/ladders/ A-frame /milk crates) to create a structure that is taller/shorter than ourselves.	We will use resources effectively to build.
<b>Literacy</b> Comprehension Word Reading Writing	We will read stories about starting school.	We will look at our favourite books independently, learning to handle books with care and hold it the correct way up. We will practise writing our names using name pencils. We will introduce Reading records and the star chart reward system.	<b>Phonic sounds: m a s</b> We will practise writing our names using name pencils.  We will model how to use the book corner correctly.	<b>Phonic sounds: d t i</b> We will write labels for memory box.  We will continue with name writing: copying, tracing.  We will consolidate letter formation of m, a, s We will find pictures within books that show different feelings.	<b>Phonic sounds: n p g</b> We will recognise our names.  We will hear initial sounds in words.  We will write labels for our body parts.	<b>Phonics sounds: o c k</b> We will hear initial sounds and write them.  We will make a book to help us name parts of our school.	<b>Phonic sounds: u b f</b> We will hear initial sounds and write simple sentences and labels.  We will write down children's ideas – modelling writing.  We will share Huey's new Jumper – we will talk about what it is like to be different and how we are all unique.
	<b>Mathematics</b> Number Numerical patterns	We will practise writing numbers 1 to 10. We will learn some simple nursery rhymes and number songs.	We will count an irregular arrangement of 10 objects and sing nursery rhymes to practice counting	Writing numbers of personal significance.  We will count the letters l our names.  Introduce number 1 – finding one all around us – shapes with 1 side.	We will continue with number 1.  We will look at matching sets to an amount.  We will begin to recognise and	Introduce number 2 – finding two all around us.  We will begin to learn to touch count accurately.	Continue with number 2  We will talk about taller and shorter.  We will compare heights and find one tall, one short.

				represent numbers using marks on paper We will focus on forming our numbers correctly	We will continue with number formation, copying, tracing.	We will order different heights.	We will find 2D shapes around us.  We will print and name some 2D shapes.
<b>Understanding the World</b> Past and Present People, Culture and communities The Natural World	We will talk about ourselves and our families.	We will talk about who is special to us.	We will find our pictures of our houses. We will talk about our houses.  We will have an awareness of, and an interest in, cultural and religious differences.	We will play matching & memory games linking emotions to faces. We will share photographs of our families and friends.	We will complete body parts jigsaw.  We will video each other talking about starting school and how we feel/felt.	Making our faces using ICT games.	We will create a family tree of our immediate family.
<b>Expressive Arts and Design</b> Creating with materials Being imaginative and expressive	We will explore the materials available in the classroom by making collages and constructions.	We will explore different colours using different media (paint, crayons, chalk) and make a 'favourite colours' chart.	We will create names badges/labels.	We will do large- and small-scale observational paintings and drawings of objects in our memory box. We will create collages of our faces and our emotions.	We will make portraits of ourselves.	Making collages of our faces and bodies using magazines	We will have jumper templates and collage/paint/draw jumpers to show how we are all unique.
<b>Home Learning</b>	Introduce reading records.	drawings: me & my family	Practise name writing.	Number hunt and writing numbers.	Children to video themselves talking about what is special to them at home.	Children to draw family members that are taller/shorter – can they identify who is taller/shorter?	Children to go on a 2D shape hunt in their home/local enrolment.