

Key experiences from texts...

- Draw and label your own colour monster
- Naming and describing our feelings
- Collecting Autumn leaves and conkers
- Making salt dough hedgehogs
- Making bread
- Retelling a story from memory
- Creating a new story

Key Vocabulary

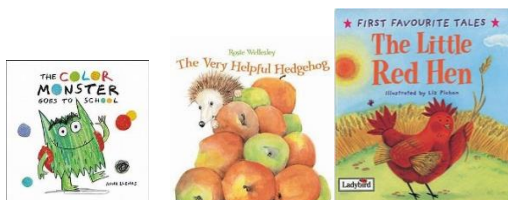
Family pronouns: Mam/Mum/Mammy, Dad, Daddy, Sister, Brother, Grandma/Grandpa (and variations as appropriate), Aunt, Uncle, Cousin

Peg, tray, classroom, break time, timetable, lunch, carpet time

Makaton: hello, good morning, thank you, toilet

Reception Class- Knowledge Organiser- Autumn 1- This is me!

Key books this half-term



Settling in/ routines

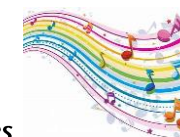
Possible experiences:

Tour of the school, rules and routines, class gems and class treats, learning about the roles of important people in our school.

Other:

Black History Month- music session lead by Bella and Frank Okongwu

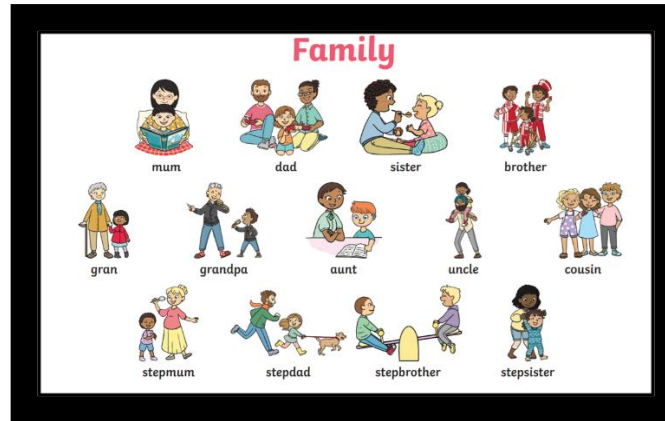
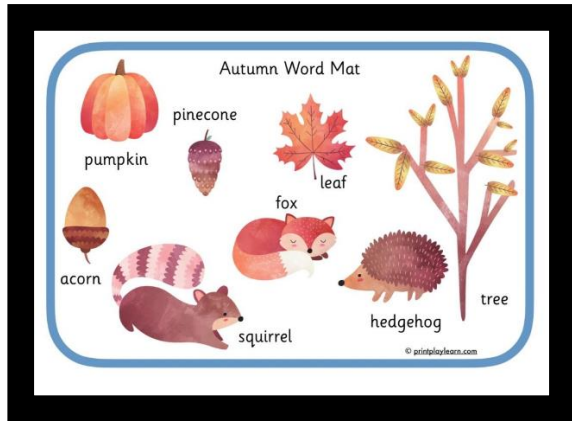
Church- Harvest Mass



Songs/Rhymes

- The Hedgehog song, 5 little pumpkins, 5 little leaves, Cauliflower's Fluffy, Chop Chop! Good Morning Lord! The Hello song, Going Home song, the good listening song.

Key Vocabulary (Topic)



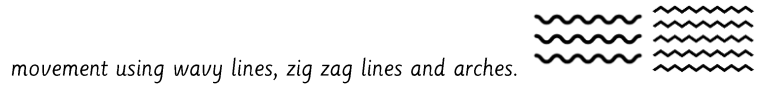
PSED-

Conflict resolution/ Circle time/ Ten-Ten

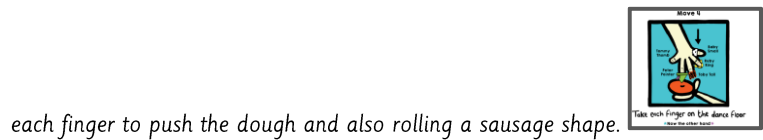
- *Becoming aware of behavioural expectations*
- *Seeking ways to resolve conflict*
- *Talking about my own or others' feelings*

Physical Development: Gross and Fine motor Skill

Pencil control: Development of mark making movements Gross and fine motor



Playdough : Fine motor control using dough to practise squeezing, balling the dough, separating



Physical Development – Wake up Shake up – Moving to Music in a Variety of Ways

PE Sessions -moving safely in a large space negotiating obstacles, changing direction and stopping quickly

UtW

- Change of seasons
- Change and growth (we have grown and are big enough to start school!)
- Planting and care for our outside area (weeding, planting bulbs, litter picking)
- Where is school- walking to church and starting to understand the local community of Birtley, making drawings to add to our class map
- Use of i-Pads and programmable beebot in classroom in provision

Expressive Arts and Design: Art /D&T

Being safe using tools, using and mixing primary colours, mark making with meaning, using tape to join.

Maths- Getting to know you (2 weeks - baseline)

Establish maths through routines

Match, Sort & Compare (2 weeks)

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

Talk about measure and patterns (2 weeks)

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

Vocabulary Count, compare, one more, one fewer, subitise, measure, wide, narrow, long, short, length, full, empty, more than, less than

Literacy- Reading Rising Star Phonics

| | | |
|----------|---|--|
| Autumn 1 | /s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into | /m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite |
|----------|---|--|

Planned Story Activities- weekly

Listens to and joins in with stories and poems when reading 1:1 or in a small group

Writing-Rising Star- daily letter formation practise

Weekly planned writing activities (around key texts)

Gives meaning to marks they make as they draw, write and paint...

Begins to break the flow of speech into words and may start to segment sounds in words and blend them together.

Links to PD M and H (bt5M) Begins to form recognisable letters independently.





: **FAMILY EYFS Domestic Church**

- What should I already know- I will have experience of being part of a family

What I will learn:

- I will be able to talk about my own feelings.
- I will talk about my experiences of being known and called by name.
- I will be able to recognise some phrases from the Psalms which tell about God's love for them.

Key Scriptures: Isaiah 43: 1-2 God's Story 1 Psalm 131 God's Story 1



Key Vocabulary

1. **Christian** Somebody who believes that Jesus Christ is God's son and follows the example he sets for us.
2. **First name** The name given to us by our parents that people use when they want to speak to us.
3. **Family name** The name other people in our family might have in common.
4. **precious** Something of great value that shouldn't be wasted or treated badly.
5. **parent** A person's Mummy or Daddy.
6. **God** God is the creator – the source of all life. God is our father.
7. **love** A feeling we can experience.
8. **loving** Feeling or showing love
9. **prayer** An action where we speak to God.

Child-initiated play/ Access to Provision/ Scaffolded Play-Based Opportunities

In the EYFS, **teaching** encompasses our learning environment, and the opportunities children are given to access opportunities independently. Here they show us the skills which are embedded, alongside those which are developing. Practitioners skilfully work alongside children, supporting their thinking and scaffolding their learning. In child-initiated play, the children come together to plan their ideas. Through dialogue children share ideas and negotiate plans together. In play the children are engaged and focussed on their objectives, working on all 7 areas of learning in a developmentally appropriate manner, including using the outside environment. Children are given opportunities to learn and think for themselves, make choices, innovate, take responsibility, face challenge, and think flexibly and critically. Adults provide enabling experiences through high quality interactions. When reviewing learning, the children assess their learning together, speaking about what may have worked well and what can be improved upon.

EYFSP Statutory Guidance -Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term which covers the many different ways in which adults help young children learn. It includes: • their interactions with children during planned and child-initiated play and activities: - communicating and modelling language, - showing, explaining, demonstrating, - exploring ideas, - encouraging, questioning, recalling, - providing a narrative for what they are doing, - facilitating and setting challenges. It takes account of: • the equipment they provide • the attention to the physical environment • the structure and routines of the day that establish expectations. Integral to teaching is how practitioners: • assess what children know, understand and can do • take account of their interests and dispositions to learning (characteristics of effective learning) • use this information to plan children's next steps in learning and monitor their progress.