

Communication and Language (CL)

Listening, Attention and Understanding and Speaking

- Discuss own families and similarities/ differences
- Talk about what is special about own mum/dad
- Read 'Funny Bones' and talk about skeletons and how they support our bodies
- Label large skeleton
- Retel stories and develop language through role-play and small world play, recognising rhyming words
- Explore variety of textures and collect descriptive words

Literacy (L)

Comprehension, Word Reading and Writing

- Recognise our names
- Identify letter sounds
- Write our names (all letters formed correctly)
- Begin to recognize and blend sounds to read: s,a,t,p,i,n,g,o,c,k,ck,d,u,h,r,f,e,b,l
- Write name labels for self-portraits
- Write speech bubbles for characters
- Sequencing Stories using props, pictures, puppets
- Begin to recognize fiction and non-fiction books
- Explore a range of non-fiction books about the 5 senses
- Explore Usborne Touchy Feely books
- Read 'Peace at Last' and explore sense of hearing
- Write group poem about what they can see through the window

Physical Development (PD)

Fine Motor Skills and Gross Motor Skills

- Daily Dough Disco and Squiggle while you Wiggle sessions to develop gross and fine motor strength required for writing
- Daily opportunities to move, climb and build outside
- Weekly indoor PE lessons based on basic moving, catching and throwing skills

Personal Social Emotional Development (PSED)

Self Regulation, Managing Self and Building Relationships

- Settling into school
- Classroom environment
- Classroom rules and routines
- School rules and routines - the School values
- Equipment and activities;
- Feelings and emotions;
- Zones of Regulation;
- Manners - saying good morning, goodbye, please, thank you and you're welcome;
- Friendships - building upon current friendships and making new friends
- Making choices - where would I like to play? Who would I like to play with? What would I like for snack? What would I like for my lunch?
 - Oral and dental health

Marvellous Me

Reception Curriculum Autumn 1

Expressive Art and Design (EAD)

Creating with Materials and Being Imaginative and Expressive

- Explore colours and colour mixing to paint self-portraits
- Painting and making models of skeletons
- Exploring and creating pictures using textured paint
- Designing and making models of homes
- Choosing and using different equipment to make moving skeletons
- Weekly Baby Beats sessions to explore musical instruments and sing songs/rhymes
- Using props to retell stories we have shared in class
- Opportunities to make up new stories based on those we have read

Mathematics (M)

Number and Numerical Patterns

- Match, compare and explore pattern
- Explore language of 'same and 'similar', 'pair'
- Develop and consolidate understanding of 1-1 correspondence
- Learn how to represent, compose and compare 1,2 and 3

Throughout Continuous provision, there will be lots of opportunities to consolidate and extend mathematical concepts such as 'more/less' and measuring and comparing

Understanding the World (UW)

Past and Present, People and Communities and The Natural World

- Our families - learn that all families are different and unique.
 - Our homes - talk about what type of house we live in and we will identify houses as terraced, semi-detached, detached, flat, bungalow, cottage etc.
 - Our Bodies - learn about the skeleton and we will begin to name parts of the skeleton.
 - Our feelings - learn how to name and identify feelings and understand how we can regulate our feelings.
- Our senses-name and identify our senses, use the indoor and outdoor environment to explore our senses

Religious Education

We follow the Blackburn RE Syllabus for Schools. During this half term, we will introduce the children to the concept of God by learning about the Creation story. After that, we will explore how the children are special to God and that everyone is loved, valued and made by God.