

## Physical Development

Take a photograph of each child, explore labelling and naming their body parts. Allow children to explore the environment safely, use large muscle groups to make marks Rolling, running, hopping, skipping, climbing, crawling, developing a more fluent style of moving. Support safe use of tools in the environment for cutting, hole-punching, spreading, gluing, spreading and joining Help children to explore the outdoor area safely. Talk about lining up and queuing and the purpose of it. Discuss hygiene, handwashing, manners and mealtimes and share video of germs.

Encourage children to put on coat and wellies etc independently and tend to toileting needs.

**PE focus: Coordination and Footwork and Static Balance: one leg.**

## Personal, Social and Emotional

Children will be learning about themselves. Show them a family tree or begin to discuss who is in their family. On long strips of paper children draw their family portraits. Look at Perfectly Norman as a text and what makes them unique? Child explore what is special about them. See themselves as valuable individuals. Children have the opportunity to look at right and wrong through introduction of class and school rules; following the class rules and what is right or wrong in the world around them. Explore religion and cultures and what children celebrate and begin to explore differences in them and their peers. Show sensitivity to their own and others' needs. Carry out the Pants are private lesson with children.

## Mathematics

Introduction of daily routines and classroom timetable. Children help to count who is in to day and explore the days of the week and the date as well as the weather.

- Classifying objects based on one attribute
- Matching equal and unequal sets
- Comparing objects and sets
- Ordering objects and sets
- Recognise, describe, copy and extend colour and size patterns
- Count and represent the numbers 1 to 3
- Estimate and check by counting

## Expressive Art and Design

Children begin with an opportunity to show their drawing skills. Drawing a portrait of themselves. Then they will be taught via guided drawing, how to accurately draw portraits studying facial features, eye and hair colour and explore accurate drawings of people including visible parts of the body (head, hands, fingers) As a whole class we will explore the works of Pablo Picasso- Cubism. Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media. Children will have a chance to recognise their feelings in response to music and remember and sing songs. They will partake in a whole school. Harvest Festival Assembly and create and make their own Autumn Crowns from a selection of leaves they have gathered outside. We will learn "I've got a grumpy face" and "The Sorcerer's apprentice" where we will explore Timbre, beat, pitch, contour, musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.

# All about Me

## Reception 2023/24 Autumn 1



## Understanding the World

Historical Timeline – understand changes in their own lifetime. Discuss past and present. Can they bring in a photo of themselves as a baby and compare to a photo of themselves now? What has changed?

Go for a senses walk with the children and explore the outdoor environment. What can they see, hear, smell? Explore the 5 senses. Can they jot on a whiteboard what they can hear/see/smell/feel?

Children begin to look at where they live and the natural world. They begin to name their school, town and address. How do they get to school? How do they travel? Who else travels that way, does anyone travel differently? Begin to compare with others. They can map out their journey to school and explore maps of Aylsham. Children take a walk to the railway in small groups.

## Communication and Language

Understand how to listen carefully and why listening is important. Give children lots of opportunities to build up their story times, with shorter opportunities to sit and listen and engage in story times.

Share a teddy around to express turn taking so the child with the teddy has a turn to speak, encouraging those to talk and those confident to talk, to wait their turn. Get children to openly discuss and explore talking about themselves and their lives and compare likes and dislikes.

Talk about your favourite foods, pass the teddy round. Then compare who likes the same, who liked something different?

Build a repertoire and learn to sing nursery rhymes and action songs. Play a game of 'guess who' with class mates, so children can begin to explore similarities and difference of them and their peers.

Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them?

## Literacy

Explore Perfectly Norman and what it means to be unique. Why was Norman special? What is special about them? Talking about themselves and their lives. Can children draw and explain their family tree? Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling.

Place a jar in the classroom along with strips of paper. If the children have something important to share about themselves, they can write it on the paper and add it to the jar.

Take full length pictures of the children. Give each child their own photo.

Can they use their knowledge of sounds to label different parts of their body?

Explore lots of books and stories about school, starting school, families, mums, dads, baby brothers and sisters, big brothers and sisters.