

Reception – Medium Term Plan Autumn Term 1 2025-2026 CLB

Potential Themes/ Interests of children	The Seasons Autumn Halloween New beginnings Kindness/sharing-PSHE Family People who help us- Fire Service/ Teachers/Key adults
Trips- Possible Celebrations Experiences Enrichments	Starting School, Halloween, Autumn, Harvest Festival Fire service talk Phonics meeting for parents Enrichment activities- Friday's-children choice Meet the parents Evidence Me
Parental Involvement	Welcome meeting! Phonic Information Meeting Autumn Parent Workshop
Assessment Opportunities	*Team meetings/ Weekly TIB + Supervisions (ALL YEAR) *Reception Baseline Assessment Phonics Assessment Daily/Weekly focus children-observations Evidence Me Weekly adult tasks
School Core Values	Responsibility
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
ALL YEAR	Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: At North Walkden Primary, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play' PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems.</i> <i>Children learn by leading their own play and by taking part in play which is guided by adults within the EYFS Team.</i> We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

Mathematics Reception – Autumn Term 1 MTP

Statutory Guidance from the EYFS Framework for Mathematics: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

White Rose Maths EYFS Overview Coverage for the Year:	Getting to Know you: Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn. Match, Sort and Compare : -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts	Talk about Measures and Patterns: Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns
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Ongoing Mathematical skills developed throughout the year	<ul style="list-style-type: none"> • Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 					
Mathematical knowledge regularly revisited	<p style="text-align: center;"> Intent Vocabulary Implementation Routines, comparing measures, verbally counting including when singing rhymes. Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs. Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers. </p>					

Literacy Reception – Autumn Term 1 MTP 2025-2026

Statutory Guidance from the EYFS Framework (2021) for Literacy:



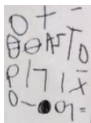
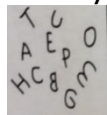
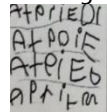
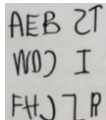
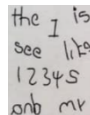
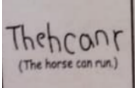
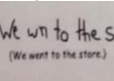
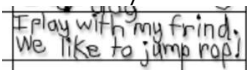
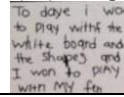
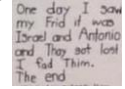
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Development of Reading Comprehension	<p>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and children's interests)</p>
Development of Reading Words Intent Vocabulary Implementation	<p>Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).</p> <p>Children can discriminate sounds (Set 1 RWI Phonics) such as instruments and cars.</p> <p>Children are beginning to be able to orally blend and segment. (Set 1 Phonics) PICTURE SIDE RECOGNITION- LETTER SOUND, FRED TALK.</p> <p>Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?</p> <p>Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>
Development of Phonics: RWI <i>*Please read alongside whole school scheme*</i>	<p>SET 1 Start week 1- picture side RWI (15/20 mins daily)</p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees.</p> <p>Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</p>

Autumn 1

Early Development in Writing Intent Vocabulary Implementation	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p>
Development of Compositional skills Intent Vocabulary Implementation	<p>Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>Experiences, events, compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher.</p>
Development of Spelling	<p>Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.</p> <p>'Robot talk' to segment sounds in words, writing their names on sheets or in books.</p>
Development of Handwriting Intent Vocabulary Implementation	<p>Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations.</p> <p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles. Weekly handwriting lessons based on shapes and lines, daily reminders and recaps on how to hold a pencil.</p>

Typical Writing development across the Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
Developing Writing Words	<p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge of Set 2 and 3 phonics. Plausible attempts Set 2/3 HF words Adjacent consonants</p>
Developing Writing Sentences	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 
Text forms and purposes	<p>I attempt to write simple labels.</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages. I can write lists, greeting cards and menus.</p>	<p>I can write captions I can write instructions. I can write postcards.</p>	<p>I can write simple stories with a beginning, middle and end. I can write a letter.</p>	<p>I can write stories with narratives and storytelling language. I can write at length.</p>











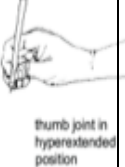



Physical Development Reception Autumn Term 1 MTP 2025-2026 Intent Vocab Implementation

Statutory Guidance from the EYFS Framework for Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

General yearly Physical Development progression	<ul style="list-style-type: none"> Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. Children will develop their fine motor skills to use a range of tools safely and confidently. Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. Children will develop a good posture when sitting at a table (classroom and dinner times) Develop a good pencil grip ready for Year 1 writing expectations.
Development Matters (2021) Guidance	<p>Children will further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Line up, wash hands, wait, sit down, carpet time, dinner time, and toilet.</p> <p>Adults supporting children to learn the school day and routines. Children going for dinner, Children toileting independently.</p>
Gross Motor Development Intent Vocabulary Implementation	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>Begin to safely use tools and equipment.</p> <p>Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone.</p> <p>Children sitting at tables, sitting on the carpet, children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use.</p>
Fine Motor development	<p>Children using pencils and other equipment comfortably for them.</p> <p>Children making snips in paper either using one hand or two.</p> <p>Pencils, tools, equipment, safely, hand, scissors, snips.</p> <p>Pencils available for children at all times, scissors available for children to use, activities for children that include mark making, name writing and snipping paper.</p>

Fine Motor – Pencil Grip and Control Development

FISTED GRIP	DIGITAL PRONATE GRIP	4 FINGER GRIP HIGH INDEX	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED POSITION	STATIC TRIPOD GRIP 3 FINGER GRASP	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEARS	2-3 YEARS	3-4 YEARS	4-6 YEARS							6-7 YEARS	
		 	 								
Pencil held in the palm. All fingers and thumb are used. Movement is from the shoulder so the arm and the hand move as a unit. Light scribbles can be drawn.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down. Movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied.	Fingers are held on the pencil beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move together. Zigzag lines, crossed lines and simple humans can be drawn.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static quadropod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.							Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil accurately.	

Communication and Language Reception – Autumn Term 1 Intent Vocabulary Implementation

Statutory Guidance from the EYFS Framework for Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Ongoing Communication and Language skills developed throughout the year	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory
Development of Listening skills	<p>Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read. Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem.</p> <p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared.</p>
Development of Attention skills	<p>Children sit on the carpet and show some attention – this may only be for a short time. Children can pay attention to one thing at a time. Carpet, sitting, listening, joining in, hand up, group.</p> <p>Carpet time, assembly time, visual and verbal reminders to sit and listen.</p>
Development of Responding skills	<p>Children joining in with story time, rhymes, poems. Children respond appropriately when asked e.g. 'smart sitting on the carpet'.</p> <p>Carpet, sitting, listening, joining in, hand up, story time, book, reading,</p> <p>Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening.</p>
Development of Understanding skills	<p>Children following simple 1 step instructions. Children understanding appropriate 'why' questions.</p> <p>Instruction, telling, listen, follow, why, question, explain, because.</p> <p>Asking and encouraging children to answer why questions, giving children simple clear instructions.</p>
Development of Speaking skills	<p>Children speaking in simple sentences. Children can say simple rhymes and sing songs and poems. Children speak to the adults and children in the class, they talk to other children during their play.</p> <p>Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day.</p>

Understanding the World Reception Autumn Term 1 2025-2026 Intent Vocabulary

Statutory Guidance from the EYFS Framework for Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Characteristics of effective teaching and learning	<p>The EYFS statutory framework (2021) outlines in planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.</p> <p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
R.E – Religious Education	<p>Throughout the year the children will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.</p> <p>Religion, special, people, books, places, church, synagogue, worship, feelings, similar, different Children learning about a range of faiths and their similarities and differences. Children visiting places of worship. Children being immersed in festivals and religious celebrations.</p>
Autumn	We are all different /Unique Harvest/Belonging
Development of Chronology	<p>Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on.</p> <p>Children talk about members of their family and the relationship to them e.g. Mum, Dad.</p> <p>Family, relationships, Mum, Dad, sister, brother, grandma, grandad, friends.</p> <p>Children joining in with discussions and stories about family. Children focusing on work based on 'all about me' and their family and friends.</p>
Development of Enquiry	<p>Children know that you can find out information from different sources</p> <p>Information, books, videos, search, internet,</p> <p>Adults modelling how to find information using a range of sources. Adults giving children access to books to find</p>

	information.
Development of the understanding of 'Respect'	<p>Children respect special things in their own lives. Special, teddy, photo, people, toy.</p> <p>Children taught about respect, children taught about respecting special things and what this might mean to different people.</p>
Development of Mapping skills	<p>Children can draw a simple map and listen to stories with maps. Children recognise some common signs.</p> <p>Maps, mapping, environment, features, classroom map, local area map, signs, logos.</p> <p>Exploring maps as a class, reading stories with maps, creating a classroom map, exploring logos and signs as a class.</p>
Development of Scientific skills and Knowledge	<p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world. Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow</p> <p>Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>

Personal, Social and Emotional Development Reception – Autumn Term 1 2025 – 2026

Statutory Guidance from the EYFS Framework for PSED:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

School Core Values	Responsibility
British Values	<p>Mutual respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.</p>
Development of Expressing Feelings (Self-Regulation)	<p>Intent Vocabulary Implementation Children talk about their feelings to trusted adults or special friends.</p> <p>Feelings, emotions, happy, sad, angry, good, bad.</p> <p>Books read focusing on feelings and emotions. Class discussions on emotions – particularly relating to starting school.</p>
Development of Managing behaviour (Self-Regulation)	<p>Children may come into school upset but can be comforted by adults. Children listen to the rules and expectation and begin to follow them.</p> <p>Upset, sad, feeling, emotion, rules, safety. Adults supporting children who are upset.</p> <p>School behavioural expectations explained to the children. Rules explained as well as the reason behind them – books shared linked to rules.</p>
Development of Self-awareness,	Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.

keeping healthy (Managing Self)	<p>Like, dislike, rules, listening, safe, behaviour.</p> <p>Prompting children to explain what they like and dislike. Rules and expectations explained to the class. Prompts to follow the rules – verbally and pictorially.</p>
Development of Independence (Managing Self)	<p>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so.</p> <p>Get, book bag, water bottle, pack-up, timetable, toilet, wiping, listening.</p> <p>Visual and verbal reminders to organise themselves. Reminders to use the toilet, although children should be going independently but may need some verbal support. Adults giving children simple and clear 1 step instructions such as “Get your bag”.</p>
Development of Social skills (Building Relationships)	<p>Children are building new positive relationships with pupils and staff in their new setting. They may begin to play alongside other children if ready.</p> <p>Friend, teacher, peer, class, others, happy, talk, conversation, play, group, roleplay, small world.</p> <p>Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions.</p> <p>Conversations modelled by adults.</p>
Development of Communication (Building Relationships) Intent Vocabulary Implementation	<p>Children will develop their personal, social and emotional skills throughout the Reception year and these skills are taught through significantly adult modelling and guidance.</p> <p>Children will pick up on adults language used, vocabulary, mannerisms, tone of voice, verbal and non-verbal communications and therefore adapt these into their own communication.</p> <p>Teacher, peer, friends, class, nicely, turn taking, having a go.</p> <p>Adults modelling conversations to other adults as well as to the whole class, small groups of children and 1:1 with children too. Adults using specific facial expressions to convey emotions for children to see as well as using appropriate language and vocabulary that they would like for the children to also use. Adults will model positive engagements.</p>

Expressive Arts and Design Reception – Autumn Term 1

Intent Vocabulary Implementation

Statutory Guidance from the EYFS Framework:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Development of Music Intent Vocabulary Implementation	<p>Singing simple well know songs and rhymes, introducing new daily rhymes.</p> <p>Describing the sounds I can hear.</p> <p>Pitch, music, singing, songs, nursery rhymes, actions, listen, loud /quiet / fast / slow, dance, shouting, song words, clap, stamp, move</p> <p>Introduction to new songs, rhymes. Set 1 RWI phonics lessons focusing on tuning in.</p>
Artist Studies progression Intended Artists Vocabulary Implementation	<p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.</p> <p>Jackson Pollock (Collaborative work)</p> <p>Jackson Pollock, abstract, colour, work, drink, together, collaborate, splatter, flick.</p> <p>Exploration of Jackson Pollock through texts, videos, discussions and teacher demonstrations, children to recreate their artwork.</p>

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Intent Vocabulary Implementation

Being Imaginative and Expressive (ELG) Creating with materials (ELG)	<p>ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Development of Children's Mark Making and Drawing	<p>Learning how to grip a pencil and making marks through a range of shapes e.g. lines and circles. Children are giving meaning to marks they have made.</p> <p>Grip, pinch and flick, tight, loose, hand, lines, circles, shapes, copy, explain</p> <p>Mark making area, Workshop and creative areas, modelling how to use equipment safely.</p>
Development of use of Colour	<p>(Knowledge) Know the names of many colours and uses these in their work.</p> <p>Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark.</p> <p>Discussing colour names during play and discussions.</p>
Development of the use of Paint	<p>(Skill/Knowledge)</p> <p>Exploring the painting area within the setting, using the area independently or with support and using techniques of Artists studied this term.</p> <p>Paint, painting, colour, choice, splatter, flick, Jackson Pollock.</p> <p>Creative area, workshop area, toothbrushes in provision, paintbrushes in provision, exploration of Jackson Pollock's work, teacher modelling of work.</p>
Development of Printing	<p>(Experience/Skill) Children exploring printing through access to paint to print with their hands and fingers and knowing they are allowed to do this.</p> <p>Print, paint, choice, hands, feet, fingers, smudge, clear print.</p> <p>Printing materials explored together as a class and on offer in provision.</p>
Development of the use of Textiles and Materials	<p>(Understanding) Children exploring the available materials within their new setting.</p> <p>Materials, textures, fabric, play-dough, natural, soft, hard, bendy, rough, smooth.</p> <p>Exploration of a range of materials and their functions, creative areas.</p>

Development of modelling and 3D work	<p>(Understanding) Children being shown the loose parts in the class and being shown how they can be used.</p> <p>Transient art, loose parts, moveable, creation, colour, shape, patterns.</p> <p>Exploration of loose parts, modelling of how they can be used, images of ideas.</p>
Development of Cutting skills Intent Vocabulary Implementation	<p>(Skill) Children being shown how to scissors to make snips safely.</p> <p>Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips, paper.</p> <p>Demonstration and discussions around scissor safety, modelling the use of scissors – open and close to make small snips in a repeated process, scissors in provision.</p>
Development of Imagination and Roleplay Intent Vocabulary Implementation	<p style="text-align: center;">AUTUMN 1 + 2</p> <p>Children exploring the roleplaying area/s within the setting and joining in with familiar pretend play. Children exploring and using the resources to create props or bring in and use materials to support play. Children building and developing storylines in both the small world area and role-playing in the setting.</p> <p>Join in, pretend, roleplay, home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p> <p>Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p> <p style="color: red;">*Enhancements added each week depending on children’s interests and own ideas</p>