



Reception Autumn 1 Planning 2025



Key Skills

<u>Key Skills</u>			
<u>Personal, Social and Emotional Development</u>	<u>Communication and Language</u>	<u>Physical Development</u>	
<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others. Manage own needs. 	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Learn and use new vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions 	<ul style="list-style-type: none"> Refine fundamental skills already acquired. Develop small motor skills- holding pencil correctly, using scissors, paintbrushes, cutlery etc Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Know and talk about different factors that support their overall health and wellbeing: physical activity, healthy eating. 	
<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<ul style="list-style-type: none"> Read known individual letters by saying the sounds for them. Begin to blend known sounds into words. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Write known recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Like the numeral with its cardinal number value. Explore the composition of numbers to 10. Compare length. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about the lives of people around them and their roles in society. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. 	<ul style="list-style-type: none"> Explore a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing feelings. Develop storylines in their pretend play.



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Outcomes

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<u>Personal, Social and Emotional Development</u> Introduction to school – teachers, environment, each other. Get to know each other. Understand safe places and people in school. Make new friends – understanding our similarities and differences. Explore and name different emotions. Class routines, expected behaviour in school and on the playground. Introduction to EYs sensory room and purpose. Baseline Assessment		<u>Communication and Language</u> Role play – Home Corner – Familiarity to promote lots of discussion and pretend play. Follow and respond to simple instructions. Join in with rhymes and songs. Begin taking turns in conversation (inputs/circle time) Listen to stories. Sequence/retell familiar stories. Use new vocabulary which has been introduced through story. Baseline Assessment	
		<u>Physical Development</u> Specific P.E lesson planning using Get Set 4 PE each week – Fundamental Games – team & ball games. Undress and dress for P.E. Develop pencil control – malleable area, dough gym, writing area, outdoor play Little Wandle and Literacy/Topic lessons. Develop scissor skills. Explore block area both indoor and outdoor. Large construction – crates, tyres etc. Outdoor activities. Line up for different times of the day – lunch time, PE. Baseline Assessment	
<u>Literacy</u> Ready Steady Write – ‘The Something’ by Rebecca Cobb – Retell a story, inform about animals. Listen to stories – planned stories during literacy/maths/topic and during story time. Recognise own name and letters in name – each morning. Phase 1 Phonics – revisit listening to sounds, exploring sounds in words through songs and rhymes Phase 2 Phonics – Introduction to phonemes – Little Wandle. School Library session every Thursday. Daily access to mark making/reading areas both indoors and outdoors. Baseline Assessment	<u>Mathematics</u> NCETM – Basic Skills Subitising, counting, composition and comparing of numbers to 3. WHITE ROSE Getting to know you - routines, times of day, getting to know provision, positional language. Just like me! - matching, sorting, comparing amounts, comparing size, mass & capacity, exploring patterns. Talk about measure and patterns – compare size, mass & capacity. Explore, continue & create simple patterns.	<u>Understanding the World</u> Magical Me topic <ul style="list-style-type: none"> Comparing hair, eye and skin colours. Naming body parts & senses. Looking at families. Self-portraits. Likes and dislikes. Circle time discussion topics. Simple Map of Classroom – getting to know our environment. School and local area environment – maps, photographs and aerial views. Prayer and Liturgy To know you more clearly.	<u>Expressive Arts and Design</u> How to use the equipment within the creative area safely Paint an image of self - Peter Edwards portrait artist. Develop experience of model making. Specific Music lesson taught by specialist music teacher. Exploring musical instruments in the outdoor area. Play dough faces. Natural resource emotion faces. Daily access to construction/small world areas both indoors and outdoors.
<u>Religious Education</u> To know you more clearly – Branch 1 Creation & Covenant <ul style="list-style-type: none"> Introduction to the Bible Sign of the cross God creates a wonderful world and unique people Church/Parish family 		<u>Enhancements</u> Feast of St Wilfrid Culture Week Hello Yellow Judaism Black History Month	<u>Spanish</u> Greetings. How are you? Numbers to 10. Animals. Colours.