

Physical Development Opportunities

Gross Motor Skills

Begin to show increasing control over objects, push, pat, throw & catch outdoor provision
Rolling, crawling, walking, jumping, running, hopping, skipping and climbing
Bikes
Relay races dressing up as people who help us
Building with a range of construction toys of different sizes that fit together in a variety of ways by twisting, pushing and slotting, e.g. building with large crates
Parachute Games
Traditional games: hopscotch
Run negotiating space &, adjusting speed or direction to avoid obstacles.
Sitting positions for good posture
Balancing
Catching and throwing a large ball.
Scarecrow song

Fine Motor Skills

Playdough animals Painting and chalking
Baking (hen) bread Create a collage
Attempt to colour within lines
Tracing and threading activities
Cutting and sticking Funnybones skeleton
Holding a pencil correctly
Small world play, e.g. farm and small world characters
Drawing lines and circles
Using a knife and fork

RSE (Ten Ten)

To know we are created by God as part of this plan
To know we are God's children and we are special
To know we can give thanks to God
To understand we are each unique, with individual gifts, talents and skills
To understand whilst we all have similarities, difference is part of God's Plan
To know that our bodies are good and made by God.
To know the names of parts of the body.
To know that our bodies are good and we need to look after them.
To know the importance of having a healthy lifestyle, including exercise, diet, sleep and being clean.

Maths: White Rose Maths (Autumn 1&2)

Number

| | |
|-------------------------|---------------------------|
| Match and sort | Compare amounts |
| Representing 1, 2 & 3 | Comparing 1, 2 & 3 |
| Composition of 1, 2 & 3 | Representing numbers to 5 |
| One more and less | |

Measure, Shape and Spatial Thinking

| | |
|---------------------------------|---------------------|
| Compare size, mass and capacity | Exploring pattern |
| Circles and triangles | Positional language |
| Shapes with 4 sides | Time |

| | |
|-----------------------------|----------------|
| Counting to 10 | Number Rhymes |
| Shape and number activities | Jigsaws |
| Matching activities | Balance scales |

Liturgical Calendar: Ordinary Time (Green Cloths)

Writing

Write name on work and during register
Daily phonics lessons
Paint picture of Little Red Hen
Label picture of Little Red Hen
Use Pie Corbett style for Little Red Hen
Make CVC words using magnetic letters, e.g. red and hen
Write captions
Write labels
Begin to attempt to write short sentences
Phonics skills will also be reinforced during any writing opportunities
- to form recognisable letters
- to blend letters to make simple cvc words
- to use the correct orientation of letters and words
Opportunities in learning environments to practise writing techniques taught during shared and guided writing.

RE: God's World

(TWTTTL)

To know that God made each one of us different and special.
To know God cares for us.
To know He created the world and wants us to care for it.
To name some of the things he created.

Texts:

The Little Red Hen
- Ronne Randall
Mouse House - John Buringham

Writing:

Captions/ Labels /
CVC words / Short sentences

Expressive Arts & Design Opportunities

Singing
Painting a self portrait
Cutting and sticking Funnybones skeletons
Mixing colours to create a painting
People who help us role play area
Creating a stage to perform using construction and fancy dress
Musical instruments Malleable resources
Construction Craft area
Singing the scarecrow song in the harvest festival

Reception: Autumn 1 Topic: All About Me (7 Weeks)

EYFS continuous provision offers a stimulating environment where children learn through a variety of experiences. Opportunities are often created through unexpected events which may not be included in this map. This document outlines a selection of activities which may take place this half term.

Texts and Experiences:



Cultural Capital:

Visits from People who Help Us
Attending Mass
Harvest Festival

Personal Social and Emotional Development Opportunities

Making friends
Taking turns and recount experiences during circle times
Talking about feelings through circle time, games, and stories
Celebrating achievements e.g. work or play
Share games/taking turns games e.g. happy families, circle time, using the whiteboard or outdoor equipment
Learn and apply the rules: Rules song
eSelecting and use activities and resources without help, from provision available
Enjoy responsibility of carrying out small tasks e.g. tidy up time, taking the register
Games with rules
Story time
Healthy Eating Week
Toilet, snack and lunch routines
Using knife and fork properly at lunchtime
Begin to change before and after PE
Begin to understand and practise good hygiene habits

Communication and Language Opportunities

Circle time opportunities, e.g. weekend news
Small group activities including provision e.g. phonics building, maths games, role play
Begin to join in songs and rhymes: Pat-a-cake, 1 2 3 4 5, Once I Caught A Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, Five Little Speckled Frogs, One Two Buckle my Shoe, Five Little Monkeys
Story time and discussions about stories
Sharing news about their life and family and what they have learned
Daily Routines
Small group activities reflecting on stories and experiences
Ask questions to visitors who come to speak
Making new friends
Games involving following instructions

Phonics: Phase 2/3 (Autumn 1&2)

Continue a rhyming string using familiar rimes - at, og, en..
Hear and say the initial sound in words (Phase 1 - Alliteration)
Orally segment CVC words (Phase 1 - Oral Blending and Segmenting)
Link sounds to letters, naming and sounding the letters of the alphabet
- Secure GPC* Phase 2, sets
1. s, a, t, p 2. i, n, m, d 3. g, o, c, k 4. ck, e, u, r 5. h, b, f, ff, I, ll, ss
- Spell VC words - Write initial sound with correct grapheme - Write both sounds in the word using correct graphemes
- Begin to segment the sounds in simple words (CVC) and blend them together - Write initial sound with correct grapheme - Write all three sounds using correct graphemes
Begin to spell some tricky words - the, to, I, no, go
Begin to spell some high frequency words - a, at, am, is, it, in, on, of, up, and, big, can, cat, dad, dog, get, mum, yes, had, back, him, not, got, but, put NB: Decodable words taught within daily phonics teaching
Know some letter names

Understanding the World Opportunities

Visits from people who help us, e.g. nurse and the fire brigade
Circle time discussions about people who help us
Who is in my family drawing and labelling
Chronology of each child's life, e.g. sequencing photos
Painting self-portraits & Labelling parts of the body
Senses boxes
People who help us role play
Videos about emergency services
Learning about how to make bread (Pippin)
Collective worship Circle time about special places
Harvest Festival Healthy Eating Week
Name body parts and describe what they do
Know we have similarities and differences

Reading: Pink books (Autumn 1&2)

Locate title
Know that left page comes before right and print is read from left to right.
Can turn pages appropriately.
Start to match spoken word to printed word (one-to-one correspondence).
Confirm this matching using few known words or letters.
Work out the storyline from the illustrations and repeat language patterns.
Use some letters together with meaning to read the text, including CVC words.
Match spoken to printed word (one-to-one correspondence) across 2-3 lines of print.
Show some awareness of mismatches between reading attempts and text.
Retell simple stories in their own words.
Read tricky common exception words: I, no, go, to, the, no, into