

Reception Autumn 1- People Who Help Us

Week/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Weekly focus</b>	Families	School	Doctors and nurses	Police	Firefighters	Community: Shops and Post Office	Community: Refuse Collectors
<b>Celebrations and Events</b>		Tour of the School  Roald Dahl Day – 13.09.24		Police Visit – 30 <sup>th</sup> Sep		Trip to Claygate Parade – 16 <sup>th</sup> Oct	Autumn Festival – 24 <sup>rd</sup> Oct
<b>Weekly book</b>	Love makes a Family	Spinderella	Zog and the flying doctors	Dinosaur police	No dragons for tea	The Jolly Postman	I'm The Bin Lorry Driver
<b>PSED</b>	Settling in and learning school routines  <u>Circle games:</u> taking turns and to speak confidently to others.	<u>Zones of Regulation:</u> Children to discuss their own and others feelings	<u>School Values:</u> children to learn about the school values	<u>Zones of Regulation:</u> children to discuss how to respond to others feelings.  Children to discuss the values friendly and respectful	<u>School Values:</u> Children to learn how they can be safe and healthy	<u>School Values:</u> Children to learn about being courageous in the learning	<u>School Values:</u> Children to learn about being responsible
<b>Communication &amp; Language</b>	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions	<u>Speaking:</u> children to speak in full sentences  <u>Understanding:</u> children to answer different questions (who, what, why, how, where)  <u>Listening and attention:</u> children to listen and follow adult instructions
<b>Makaton Sign</b>	Hello Good morning	Goodbye	Good afternoon	Home/ home time	Toilet	Please	Thank you
<b>Physical Development</b>	<u>Riding bikes:</u> children to ride	<u>Riding bikes:</u> children to ride	<u>Obstacle courses:</u> children to create	<u>Obstacle courses:</u> children to create an	<u>Ball games:</u> children to develop skills by	<u>Ball games:</u> children to develop	<u>Ball games:</u> children to

	<p>bikes on a track and learning to take turns</p> <p><u>Climbing:</u> children to learn managing risk on the climbing equipment</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p>bikes on a track and learning to take turns using a sand timer</p> <p><u>Climbing:</u> children to learn managing risk on the climbing equipment</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p>an obstacle course and to take turns using it with their friends</p> <p><u>Jumping:</u> children to explore a range of jumps</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p>obstacle course and to take turns using it with their friends</p> <p><u>Balancing:</u> children to explore a range of balance techniques</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p>throwing, catching and rolling different size balls</p> <p><u>Spacing:</u> children to be able to move within their own space</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p>skills by throwing, catching, rolling and kicking different size balls</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>	<p>develop skills by throwing, catching, rolling and kicking different size balls</p> <p><u>Fine Motor:</u> children to develop their hand eye coordination</p>
<i>Literacy</i>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>	<p><u>Reading:</u> Children to listen to the story in a group and to be able to discuss the book within the group</p> <p><u>Writing:</u> name writing and children to represent meaning through drawing and writing</p>
<i>Phonics</i>	<p>Oral blending</p>	<p><u>Phonemes:</u> s, a, t, p</p>	<p><u>Phonemes:</u> i, n, m, d</p>	<p><u>Phonemes:</u> g, o, c, k</p> <p><u>Tricky word:</u> is</p>	<p><u>Phonemes:</u> ck, e, u, r</p> <p><u>Tricky Word:</u> l</p>	<p><u>Phonemes:</u> h, b, f, l</p> <p><u>Tricky Word:</u> the</p>	<p>Recap all phonemes and tricky words Phonics assessment</p>
<i>Maths</i>	<p><u>All about the number: 3</u></p> <p>Maths games</p>	<p><u>All about the number: 5</u></p> <p><u>Measure and shape:</u> Match pictures and objects</p>	<p><u>All about number: 6</u></p> <p><u>Measure and shape</u> Sort objects to a type</p>	<p><u>All about number: 2</u></p> <p><u>Measure and shape</u> Create sorting rules and compare amounts</p>	<p><u>All about number: 4</u></p> <p><u>Measure and shape</u> Compare size and mass</p>	<p><u>All about number: 7</u></p> <p><u>Measure and shape</u> Compare capacity</p>	<p><u>All about number: 1</u></p> <p><u>Measure and shape</u> Explore and create simple patterns</p>

		Identify a set <u>Number: Subitising</u>	<u>Number: Counting</u> , cardinality and ordinality	<u>Number: Composition</u>	<u>Number: Subitising</u>	<u>Number: Comparison</u>	
<i>Understanding the World</i>	Children to learn how families are different	Children to talk about their friends.	Children to learn how doctors/nurses help us	Children to learn how police officers help us	Children to learn how firefighters help us	Children learn how post-workers help us	Children to learn what we can recycle and re-use
<i>Expressive Arts and Design</i>	Portrait of our families using a selection of materials	Create a map of the school	Children to role play visiting a hospital, using key vocabulary and sentences.	Cardboard tube police officers	Making a first aid kit bag (cutting and sticking)	Create a collage of Claygate Parade	Create recycling truck out of junk modelling.
<i>Mini Woodies</i>	Introduction to mini woodies	Creating nature portraits	Mud pies	Den and bridge building	Treasure hunt	Leaf parachute	Finding signs of autumn