

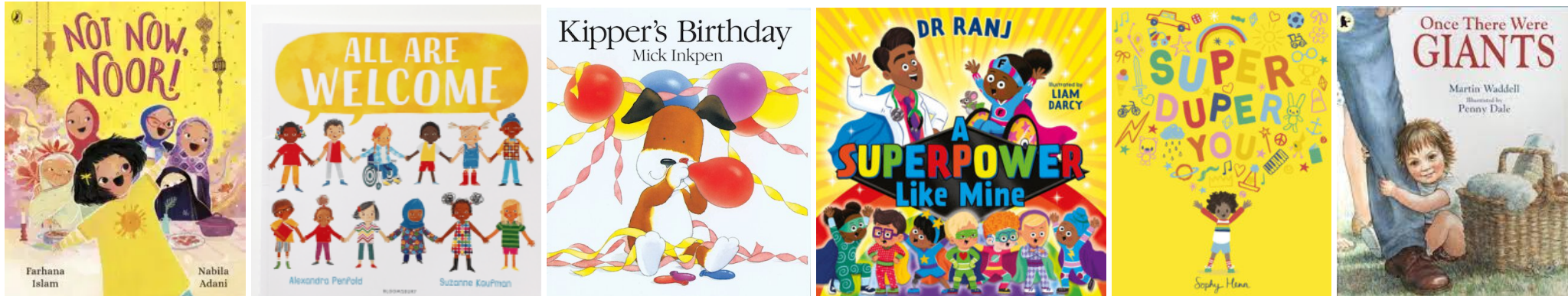


Autumn 1 MTP - Reception

	Week 1 05/09 (4x half days)	Week 2 11/09	Week 3 18/09	Week 4 25/09	Week 5 02/10	Week 6 9/10	Week 7 16/10
<p>Drawing Club</p> <p>Extending vocabulary.</p> <p>Talking about stories, characters and settings.</p> <p>Listening and responding to stories, retelling using modelled vocabulary e.g. Once upon a time...</p> <p>Engage in storytimes.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Class Author book focus followed by book blanket</p> <p>Enhancements to Writing Area: Donaldson- The Gruffalo- Can you draw the characters from the Gruffalo? Re-tell the story using the props. Carle- The Hungry Caterpillar- Can you draw the characters from the Hungry Caterpillar? Re-tell the story using the props.</p> <p>Fine Motor Table: Mark making patterns in sand.</p> 	<p>Story</p> <p>The Colour Monster</p>  <p>Enhancements to Writing Area: Drawing Club</p> <p>Name writing focus</p> <p>Fine Motor Table: Use the tweezers to put the objects on the coloured patterns</p> 	<p>Tale</p> <p>Goldilocks and the 3 Bears</p>  <p>Enhancements to Writing Area: Drawing Club</p> <p>Name writing focus</p> <p>Fine Motor Table:Sorting coloured buttons</p> 	<p>Animation</p> <p>Bagpuss the Old Man's beard</p>  <p>Enhancements to Writing Area: Drawing Club</p> <p>Name writing focus</p> <p>Fine Motor Table: colour bowls, different sized spoons, pom poms</p> 	<p>Story</p> <p>Mixed</p>  <p>Enhancements to Writing Area: Drawing Club</p> <p>Fine Motor Table: Using small coloured stickers to create patterns.</p> 	<p>Tale</p> <p>Magic Porridge Pot</p>  <p>Enhancements to Writing Area: Drawing Club</p> <p>Fine Motor Table: Cutting along lines of different patterns</p> 	<p>Animation</p> <p>Batfink</p>  <p>Enhancements to Writing Area: Drawing Club</p> <p>Fine Motor Table: conker, egg trays and tweezers</p> 
<p>Books to enhance the topic</p>							

Phonics 5 sessions per week Letter formation. Segment and blend words. Write initial and end sounds. Recognising words and reading captions	Baseline m Fred games for oral blending	Baseline a, s Fred games for oral blending	Phonics focus: Sounds taught based on sound analysis grid in groups Fred games for oral blending	Phonics focus: Sounds taught based on sound analysis grid in groups Fred games for oral blending	Phonics focus: Sounds taught based on sound analysis grid in groups Fred games for oral blending	Phonics focus: Sounds taught based on sound analysis grid in groups Fred games for oral blending	Phonics focus: Sounds taught based on sound analysis grid in groups Fred games for oral blending
Maths Representing and comparing numbers to 3. Explore composition of numbers to 3. One more and one less to 3. Positional language Time	Baseline Number song/rhymes White Rose Maths – Getting to know you Learning how to use the continuous provision before enhancements	Baseline Number song/rhymes White Rose Maths – Getting to know you Learning how to use the continuous provision before enhancements	Baseline Number song/rhymes White Rose Maths – Match, sort and compare Enhancements to area: Socks in the middle of a tuff tray with some pegs and get the children to pair them together. Encouraging the language of same, different, matching, pair	White Rose Maths – Match, sort and compare Enhancements to area: In a tuff spot is a lot of different pasta (such as penne, fusilli, macaroni etc) can the children sort the different pasta out. Encouraging comparative language - sort, bigger, smaller, more, less	White Rose Maths – Talk about measure and patterns Enhancements to area: Give children a variety of different length ribbon or string. Ask children to find someone who has a longer or shorter piece of ribbon than them. Provide children with wrapping paper, tape, scissors and a range of different objects to wrap. Encourage them to cut the paper to an accurate size to wrap the object. Is their piece of wrapping paper big enough to wrap their object?	White Rose Maths – Talk about measure and patterns Enhancements to area: Natural objects to make repeating patterns. In pairs, children grab a handful of objects, such as cubes, beads or conkers. Can your partner hold more than you, fewer than you or the same amount as you? Support children to line up their objects, with one line underneath the other.	White Rose Maths – It's me 1,2,3 Enhancements to area: Making numberblocks 1,2,3, comparing with number cards. Give children a set of number cards. Some cards should show 1, 2 and 3 as numerals. The other cards should show different representations of 1, 2 and 3 Ask children to find each number. Get them to check each other's answers.
PSHE (Taught through circle times using the SCARF curriculum)	Getting to know each other.	All about me Children will be able to: Talk about their own interests. Talk about their families. Talk about how they are the same or different to others.	What makes me special? Children will be able to: Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond.	Me and My Special People Children will be able to: Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.	Who can help me? Children will be able to: Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them.	My feelings Children will be able to: Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	My feelings Children will be able to: Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.

<p><u>Understanding the world</u> (Taught through circle times) Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p>	<p>Getting to know each other - circle time expectations.</p> <p>Singing - 'good afternoon how are you, good afternoon, who's sitting next to you? Encourage the children to ask 'What's your name?' if they don't know.</p> <p>Does anyone have the same names? Are all our names different?</p>	<p>What does the same and different mean?</p> <p>Singing - 'good afternoon how are you, good afternoon, who's sitting next to you? Encourage the children to ask 'What's your name?' if they don't know.</p> <p>This time - ask the children to think about something they love e.g. their favourite food or toy. Ask them to say this as they go around. Introduce sentence stems - 'My favourite toy is....' rather than one word answers. Do we all like the same thing? What does same and different mean - give examples.</p>	<p>Is everyone the same? Does that matter?</p> <p>Looking at each other - do we all look the same? With a partner - look at eye and hair colour. Are they the same or different? Swap talk partners to allow children to engage with a range of children. Sharing favourite colours - are they all the same? If someone has different coloured eyes to you can you still be their friend?</p>	<p>How is my family different from your family?</p> <p>Who lives in your house? Drawing their family on their whiteboards. Compare with a partner - what's the same and what's different? Develop an understanding of old and young. Who is the oldest person in your house/ who is the youngest?</p> <p>Bring in pictures on their family to share with their peers - encourage them to talk about their own family and home - these photos are in the role play area for this to continue.</p>	<p>What do you and your family celebrate?</p> <p>What is a celebration? Talk about ways we celebrate and see what celebrations the children know - birthdays, Easter, Eid etc. Look at the celebrations coming up in Autumn 2 - Halloween, Diwali, Christmas. Add these celebrations to the class calendar so they can see they are happening in the near future.</p> <p>Encourage the children to share with each other what they celebrate - add celebration items to the role play area e.g. party hats, cakes etc.</p>	<p>How have I changed over time?</p> <p>What does the past mean? Ask the parents to bring in baby/toddler pictures. Look at the pictures and discuss with the children how they have changed - in the past they were babies. How old is everyone? Who is the oldest? Who is the youngest? (Use birthday display)</p> <p>Encourage the children to talk about how they have changed both in appearance and what they can do. Model a timeline of a baby, toddler, child, teenage, adult. Read the book 'Once there were giants'.</p>	<p>What will my future hold?</p> <p>What does future mean? Reflecting on last week - My life so far and then looking into the future. Children to share what jobs they would like to do when they get older. Reflect back on the book 'Once there were giants' - can they create their own timeline of their life?</p> <p>Go back to the class calendar and look at events happening in the future.</p>
<p><u>Expressive arts and design</u> (Enhanced Provision)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>	<p>Learning how to use the continuous provision before enhancements:</p> <p>Easel: Introduction to powder paint</p> <p>Using paints skilfully and carefully - following sequence: dip, dab, dip, mix.</p> <p>Creative Table: Junk Modelling</p> <p>Children to familiarise selves with provision on creative table, planning and making junk models. Modelling how to use the area effectively and tidy their items away.</p> <p>Modelling how they add their names to their creations.</p>	<p>Learning how to use the continuous provision before enhancements:</p> <p>Easel: Introduction to powder paint</p> <p>Using paints skilfully and carefully - following sequence: dip, dab, dip, mix.</p> <p>Creative Table: Junk Modelling</p> <p>Children to familiarise selves with provision on creative table, planning and making junk models. Modelling how to use the area effectively and tidy their items away.</p> <p>Modelling how they add their names to their creations.</p>	<p>Easel: Introduction to powder paint</p> <p>Using paints skilfully and carefully - following sequence: dip, dab, dip, mix.</p> <p>Creative Table: Artist Focus:</p> <p>Frida Kahlo (Portraits) Introducing the artist. What is a portrait? Using loose parts to create faces in frames - compare with friends. What are the key features of our faces? Mirrors on the tables - what objects make the best eyes, nose, mouth, ear etc?</p>	<p>Easel: Painting the early year's tree before the leaves change. Photos available - walk to visit the tree. Creating shades of green - adding white powder paint. Introduction vocabulary: shades, lighter, darker</p> <p>Creative Table: (Self Portrait Sketches)</p> <p>What is a portrait? Creating self-portraits to compare to one at the end of the year. Using pencils to sketch - a range of colouring pencils to add finer detail. Continuing to develop the understanding of facial features.</p>	<p>Easel: Frida Kahlo (Colour Mixing Portraits)</p> <p>Introducing the artist. What is a portrait? Changing the media from pencils and crayons to powder paint - continuing with white to create lighter tones. Working in the style of Frida Kahlo.</p> <p>Creative Table: Mixed media early year's tree before the leaves change. Photos available - walk to visit the tree. Ready mixed paint available as well as a range of mixed media resources.</p>	<p>Easel: My Family</p> <p>Creating family portraits. Link to the work they have done on who lives in their house/ older and younger. White still available to continue work on shades of colour.</p> <p>Creative Table: Artist Focus: Frida Kahlo (Mixed Media Portrait)</p> <p>Ready mixed paints available with a range of mixed media to create portraits in the style of Frida Kahlo - Can they create a portrait of a friend? Linking to the same and different.</p>	<p>Easel: Colour Wheels</p> <p>How many different colours can you make using red, yellow and blue - introduction vocabulary: primary and secondary colours. Painting paper cut into circles and examples of colour wheels available. Model how to make Autumn colours in preparation for next half term.</p> <p>Creative Table: Starting Autumn</p> <p>Tray of items representing Autumn – conkers, pine cones, leaves, etc as inspiration for mixed media Autumn pictures - photos available. Linking back to 3 weeks ago - how are the trees changing?</p>

Expressive arts and design -
Music

Weekly Music Session -
following KAPOW.
Access to instruments in
provision and daily singing and
rhymes.

KAPOW Unit - Exploring Sound: <https://www.kapowprimary.com/subjects/music/eyfs-music/eyfs-units/exploring-sound/>

Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.