

Reception Long Term Intent

Autumn 1

Topic	<i>Ourselfs</i> <i>Autumn is Here</i>
Key Texts	A selection of core texts, Paper Dolls by Julia Donaldson, Dogger by Shirley Hughes, Oliver's Fruit Salad by Vivian French & Alison Bartlett, Leaf Man by Lois Ehlert
Trips/Visits/Visitors/Experiences	Autumn Walk around school site
Writing	<ul style="list-style-type: none"> Practice correct letter formation during daily phonics Hear and write the initial sounds in words Begin to segment sounds in simple words to write labels Form lower case and capital letters correctly when writing their name
Reading	<ul style="list-style-type: none"> Begin to read individual letters by saying the sounds for them Blend sounds into words so they can read short words, made up of known letter-sounds correspondences Read a few common exception words matched to our Sounds Write phonics programme when learning tricky words e.g. is, a, the, I
Phonics	<ul style="list-style-type: none"> Sounds Write Programme- Initial code Units 1-3
Communication & Language	<ul style="list-style-type: none"> Begin to understand how to listen and why listening is important Begin to learn and use newly taught vocabulary focused on the season of Autumn and positional language such as 'in front of', 'next to' etc. Articulate their ideas using a well-formed sentence; 'My favourite toy is....because' Begin to use descriptive language Develop their social phrases when greeting adults and peers each morning using their name- good morning Miss/Mrs... Engage in whole class story times by answering questions about the illustrations and plot Learn rhymes poems and songs Talk to a partner during class discussions Talk confidently in front of a group during Show & Tell time Follow an instruction given to them e.g. get your coat and then line up Listen to and talk about stories to build familiarity and understanding
Maths	<ul style="list-style-type: none"> Count objects using one-to one correspondence- 5 frame introduced to compare amounts Explore a variety of counting songs and use actions Understand the 'one more' relationship between consecutive numbers 1-10 Match and sort objects into sets depending on their colour, size or properties Subitise numbers to 5- Quickly recognise amounts without counting them Explore the composition of numbers to 10 Compare length, weight and capacity Continue, copy and create repeating patterns Develop spatial reasoning skills
Physical Development	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools; pencil for drawing and writing, paintbrushes, scissors, knives, forks and spoons

	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired; rolling, running, walking, jumping, hopping, galloping, skipping etc. during our weekly P.E sessions • Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Confidently and safely use a range of large and small apparatus indoors and outside • Develop the skills they need to manage the school day successfully; lining up, mealtimes, personal hygiene
<p>Personal, Social & Emotional Development</p>	<ul style="list-style-type: none"> • Build constructive and respectful relationships-Show kindness towards their peers and share • Identify their own emotions • Manage their own needs- washing hands before lunch and independent dressing • Moderate their own emotions socially and emotionally • Express their feelings and consider the feelings of others • Know and talk about the factors that contribute to good health- healthy eating, good sleep and exercising • Talk about the similarities and differences between ourselves and others • Ask a grown up for help • Learn the classroom routines and expectations • Finds ways to resolve conflicts with their peers by using their words or telling a grown up • Take turns to speak in a group • Work with a partner or part of a larger group
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Name and describe people who are familiar to them • Talk about members of their families • Label parts of the body, discuss what they are used for and briefly explore our 5 senses • Become familiar with different areas of the school site; office, lunch hall, playground, library etc. • Interact with age-appropriate software- Use Purple Mash to create a class bar graph of our eye colours and explore educational games on an iPad • Understand the effect of changing seasons on the natural world • Describe what they see, hear and feel whilst outside on an Autumn walk • Discuss the daily weather changes when completing the class calendar and weather chart • Comment on images of familiar situations in the past when sharing family photos and comparing new and old toys
<p>Expressive Arts & Design</p>	<ul style="list-style-type: none"> • Carefully paint a self-portrait using observational skills • Develop storylines in their pretend play whilst in the 'Home Corner' and 'Shop' role play areas • Listen to and learn new songs with actions • Explore and engage in music making during weekly Charanga • Sing in a group or on their own when sharing and performing what has been learnt during Music and when performing a song at our school's Harvest Festival • Explore, use and refine a variety of artistic effects- printing and collaging using a variety of resources to create 'Four season' artwork • Draw for a purpose when drawing their favourite toy and those who live in their home • Create whilst sharing resources when designing their own 'Leaf Man'