

# Reception Autumn 1-Our Wonderful World

(With reference to skills as set out in the Development Matters statements 30-50 M 40-60+M)

(For RE reference to skills as set out in the age related standards for Primary Religious Education)

## Personal, Social and Emotional Development

- Preparing children for transition to reception in a caring and nurturing way. *Making Relationships 4*
- Ensuring that the children separate from parents smoothly becoming used to the school environment *Making Relationships 4*
- Opportunities given to get to know new people (friends and adults in the setting) *Making Relationships 4*
- Children given opportunities to take turns and share resources fairly. *Making Relationships 1,3,4,3*
- Ensuring that the children feel safe and secure and able to communicate their needs. *Managing Feelings 1,2,3,4*
- Children to feel secure in following routines and boundaries. *Making Relationships/ Managing Feelings 2,2*
- Children to work together in different situations. *Making Relationships 1 3 Managing Feelings 1 3*
- Children to help come up with class charter of expected behaviour. *Making Relationships*

## Communication and Language

- Vocabulary development through practical/1<sup>st</sup> hand experiences. (Creation walk, games, practical art work) *Speaking 1,2,3,4,5,6,7,8,9 1,2,3,4,5 Reading 6,7,8*
- Share books about nature *Reading 4,5,6,7,8,9,10,12,13,14,15,16,6,7,8*
- Share stories about the world/our environment *Reading 4,5,6,7,8,9,10,12,13,14,15,16,6,7,8*
- Share stories about children's interests/1<sup>st</sup> experiences *Reading 4,5,6,7,8,9,10,12,13,14,15,16,6,7,8*
- Interest table to stimulate language use *Speaking 1,2,3,4,5,6,7,8,9,1,2,3,4,5*
- Role play activities linked to children's interests *Speaking 9,5*

## Physical Development

- Exploring the environment-indoor and outside *Moving and Handling 1,2,3,4,5,1,2,3,4,5*
- Using equipment and tools to develop basic skills *Moving and Handling 6,8,5*
- PE sessions to develop spatial awareness and coordination of bodies in a structured way *Moving and Handling 1,2,3,4,5,6,1,2,3,4,5*
- Opportunities (formal and informal to use their bodies in different ways for different purposes and to feel the effect of exercise) *Health and Self care 1,3,4,5,6*

## Literacy

- Mark making in natural materials (Sand,clay,mud) *Writing 1,2, 1*
- Use sticks to make marks including name writing/making maps) *Writing 1,2,1*
- Following child's interests to stimulate mark making/writing activities.) *Writing 1,2,1*
- Reading stories about nature/the environment *Reading 4,5,6,7,8,9,10,6,7,8*
- Creating/making tactile phonic cards linked to sounds learned in class/names) *Reading 4*



## Mathematics

### Focus on Numbers to 5

- Practical activities linked to sorting and classifying (natural objects) Number *1,2,3,4,6,8,1,2,3,4,5,6,8,9,10*
- Counting/developing 1-1 correspondence Number *1,2,3,4,5,6,1,2,3,4,5*
- Ordinality of numbers Number *1,2,3,4,5,6,1,2,3,4,5*
- Pattern making using natural/found objects. Shape, space and measures *6,6*
- Shape work linked to nature developing the vocabulary of shape, space and measures. Shape, space and measures *1,2,3,4,5,6,7,1,2,3*
- Maths games to consolidate number concepts using natural/found objects (Conker rolling, counting beans, shells, pebbles) Number *1,2,3,4,5,6,7,1,2,3,4,5*
- Practical sharing activities using natural objects Shape, space and measures *1,2,3,4,5,6,7,1,2,3*

## Understanding the World

- Senses work, exploring the natural world/using found objects to observe, touch and smell. *The World 1,2,3,4,5,2*
- Inviting children to bring in objects from nature walks at home. *The World 1,2,3,4,5,2*
- Creation walk around the school grounds, collecting signs of God's world. *The World 1,2,3,4,5, 2*
- Looking at signs of Autumn, developing vocabulary and stimulating discussion. *The World 1,2,3,4,5,2*
- Map making (linked to the environment) *The World 1,2,3,4,5,2*

## RE

- Listen to and talk about religious stories and respond to what is heard with relevant comments *Developing Knowledge and Understanding 3-5 years*
- Sing songs; make music and dance to express religious stories. *Developing Knowledge and Understanding 3-5 years*
- Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. *Developing Knowledge and Understanding 3-5 years*
- Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. *Developing Knowledge and Understanding 3-5 years*
- Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. *Meaning and Purpose 3-5 years*
- Show sensitivity to others' needs and feelings. *Beliefs and Values 3-5 years*
- Talk about how they and others show feelings. *Beliefs and Values 3-5 years*
- Confidently speak in a familiar group and talk about their ideas. *Beliefs and Values 3-5 years*

## Expressive Art and Design

- Colour mixing linked to nature Exploring and Using Media and Materials *7,3 Being Imaginative 3*
- Collecting natural objects to stimulate natural art (transient art-Andrew Goldsworthy) Exploring and Using Media and Materials *9,4,5,6,7,8,9,10*
- 3D Sculpture/art work-Clay and plasticine work linked to nature and using natural resources such as pine cones. Exploring and Using Media and Materials *9,4,5,6,7,8,9,10*
- Imprinting clay with pine cones,shells, pebbles. Exploring and Using Media and Materials *9,13,4,5,6,7,8,9,10*
- Leaf snipping and cutting *Moving and Handling 8, 5*
- Herb snipping and cutting *Moving and Handling 8, 5*
- Sensory work linked to touch,smell,sight,taste. *The World 1,2,3,4,5,2*
- Making sounds / instruments using natural objects. Exploring and Using Media and Materials *1,2,5, 1,2*
- Making collages from collected objects of Autumn. Exploring and Using Media and Materials *7,8,9,4,5,6,7,8,9,10*