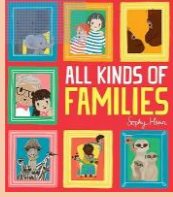
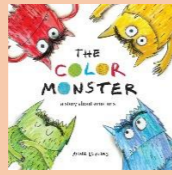
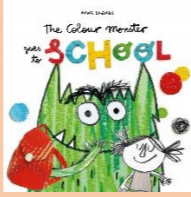





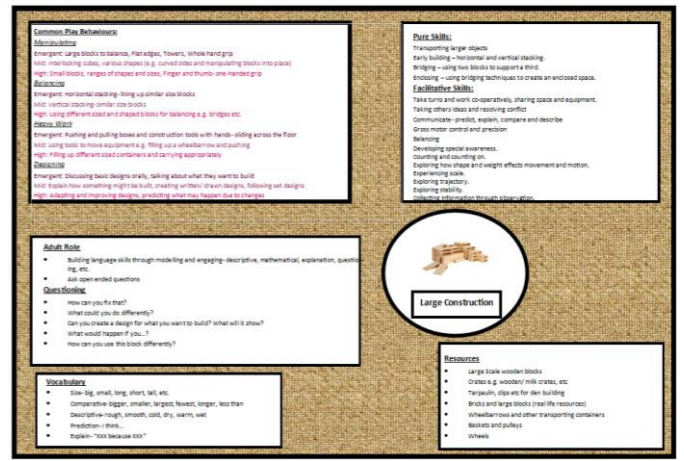


Ashcroft Reception Planning Autumn 1

<p>Themes/Interests/ Lines of Enquiry</p>	<p>Families</p> 	<p>Feelings</p>  	<p>Our author of the half term is: Lynley Dodd</p> 		
<p>Baseline & Transition Themed Books</p>					
<p>Suggested Texts</p> <p>Autumn Drawing Club Literacy texts</p>				<p>As well as singing daily songs and nursery rhymes our focus songs for the half term will be:</p> <p>Five Little Leaves Dingle Dangle Scarecrow Tell me, Mr Scarecrow</p>	<p>Our Poetry Basket poems will be:</p> <p>Chop Chop Leaves Are Falling Falling Apples Pointy Hat</p> 

Child led interests covered during the half term:

See separate continuous provision sheets for detailed learning outcomes, including vocabulary to be explored.



Common Play Behaviours

Adult Role:

- Building language skills through modeling and engaging: descriptive, mathematical, explanation, questioning, etc.
- Ask open-ended questions

Open-Ended:

- How can you fix that?
- What could you do differently?
- Can you create a design for what you want to build? What will it show?
- What would happen if you...?
- How can you use this block differently?



Vocabulary:

- Size: big, small, long, short, tall, etc.
- Comparative: bigger, smaller, longer, shorter, less than
- Descriptive: rough, smooth, cold, dry, warm, wet
- Procedural: stack, build
- Explain: "xxx because xxx"



Resources:

- Large scale wooden blocks
- Crates e.g. wooden/milk crates, etc.
- Recycled, cleaned for use building
- Bricks and large blocks (real life resources)
- Wheelbarrows and other transporting containers
- Rollers and pulleys
- Wheels

Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Provision enhancements
<p>Communication and Language</p> 	<p>Listening: Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p>Respond: <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g., bell rings = freeze & show me 10</p> <p>Understanding: Follow 1 step instructions e.g., put bookbag in drawer. <i>Understand 'why' questions.</i></p> <p>Speaking: <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., 'Good Morning! <i>Use talk to organise themselves and their play.</i></p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p> <p>Complete Wellcom assessment with the children identified during transition and baseline.</p>	<p>Book Corner – Selection of books, 'Three Little Pigs' story teller props, puppets, story stones, Lynley Dodds author focus books, Gruffalo book and puppets. Mark making – Word mats, vocabulary mats, area to hang work they are proud of, writing frames and prompts. Home Corner – Telephone, laptop, labels on resources, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances. Maths – Number cards, Numicon, Unifix, natural objects, number books. Creative – Puppets and puppet theatre, train track and trains. Performance – Costumes, props, microphones, musical instruments. Construction - Prompt cards, pictures of buildings and structures around the world. Investigation – Big book of our investigations, books, pictures, language cards/word mats. Junk – Ideas photos, questions on speech bubbles, design ideas writing/mark making frames. Outside – stage area with costumes and props, musical instruments, small world resources, mark making opportunities in range of areas, language prompts.</p>
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: <i>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.</i> <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers and friends for support if they are worried. School transition.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i></p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: <i>Build constructive and respectful relationships.</i> Engage in positive interactions with adults and peers. <i>Play with one or more children, extending and elaborating play ideas.</i></p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Introduction of regulation station and colour monster.</p>	<p>Book Corner – Books linked to emotions, starting school and family in the book corner and in the Regulation Station, 'Three Little Pigs' puppets and props, sofas, cushions and blankets. Mark making – Paper, notebooks, pens, pencils, crayons, sound mats, pegs to display mark making they are proud of, pictures of families, writing frames, name cards. Home Corner – Telephone, laptop, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances, photographs of homes and families. Maths – Measuring jug, scales, shopping lists and price tags, shopping bags and purses. Creative – Collage materials, paint, glue, scissors, mirrors for self-portraits, wool, small world Tamworth with photos of local buildings and places children may be familiar with. Performance – Costumes, props, microphones, musical instruments, chairs and cushions to be audience members. Construction - Prompt cards, pictures of buildings and structures around the world, design sheets, Hi-Viz jackets and helmets. Investigation - Big book of our investigations, books, pictures, language cards/word mats. Junk - Ideas photos, questions on speech bubbles, design ideas writing/mark making frames, display unit. Outside - stage area with costumes and props, musical instruments, small world resources.</p>

Specific Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Provision enhancements
<p>Literacy</p> 	<p>COMPREHENSION Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs, and poems. Join in with repeated refrains and key phrases.</p> <p>WORD READING Hear general sound discrimination and be able to orally blend and segment.</p> <p>WRITING Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting/ Kinetic Letters: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Baseline for three weeks: Red section, introduce poses and physical movements After Baseline: Kinetic letters: Introduce the red section poses and physical movements. Introduce Yellow section, see guidance for overview of letters to be taught. Drawing Club progression: Adults model drawing skills. Soundtalk and model a CVC word for the secret code word. Begin to say the initial sound in a word.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>	<p>Book Corner – Selection of books (fiction, non-fiction, author focus, poetry), magazines, book review writing frames, puppets and props to retell stories, story jigsaws, story stones, phonics cubes, alphabet strips, Gruffalo story book and puppets, Three Little Pigs story, props and puppets with story cards to sequence.</p> <p>Mark making – Selection of writing frames, plain paper, lined paper, notebooks, sound mats, word mats, clipboards, name cards, long unit covered with paper and graphemes as they are taught.</p> <p>Home Corner – Cookbooks, recipe cards, magazines, shopping list writing frames, laptop, real life containers with labels (washing up liquid, fabric softener etc).</p> <p>Maths – Labelled resources, maths related books – counting focus, number rhymes (5 Little Men in a Flying Saucer)</p> <p>Creative – Labelled resources, texts linked to artists/techniques, small world Tamworth signs and leaflets about parts of Tamworth.</p> <p>Performance – Puppets and story props, nursery rhymes, microphone toys.</p> <p>Construction – Writing frames for design ideas, question prompts, display for ideas, laminated signs for children to write their names on to display with their models.</p> <p>Investigation – Texts linked to Autumn, Autumnal vocabulary, speech bubbles on display, big book of our investigations.</p> <p>Junk - Writing frames for design ideas, question prompts, display for ideas, labelled resources to access freely.</p> <p>Outside – Story circle (tyres, books, cushions), language in maths area e.g. part, whole, numerals, writing frames in the construction area, number plates, bug hotel language, books related to different areas as appropriate, clipboards, pens, pencils, crayons, paper, notebooks, chalk boards, chalk, name cards.</p>
<p>Phonics</p>	<p>We follow the Wandle learning trusts Little Wandle, Letters and Sounds scheme. Please see separate planning and overviews for learning progression.</p> <p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	
<p>Mathematics</p> 	<p>Baseline – 3 weeks Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Positional language</p>		<p>Book Corner – Stories related to mathematical language, counting books, Numberblocks magazines, numbered Three Little Pigs houses.</p> <p>Mark making – Numeral tracing sheets, linked to number taught each week.</p> <p>Home Corner – Cookbooks and recipe cards, scales, toy telephone, toy laptop, plates, bowls, cutlery and cups of different sizes.</p>

Count objects, actions, and sounds.

Subitise

Matching - same/different, colour, size, shape.

Sorting into groups – counting by rote, counting aloud, clapping, stamping, drumming etc, nursery rhymes, counting songs, using fingers to represent numbers.

Comparing amounts – equal, more than, fewer than.

Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest

Exploring pattern - making simple patterns, odd one out, exploring more complex patterns.

NCETM

Subitising:

- perceptually subitise within 3
- identify sub-groups in larger arrangements
- create their own patterns for numbers within 4
- practise using their fingers to represent quantities which they can subitise
- experience subitising in a range of contexts, including temporal patterns made by sounds.

Cardinality, ordinality and counting:

- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
- have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
- have opportunities to develop an understanding that anything can be counted, including actions and sounds
- explore a range of strategies which support accurate counting.

Composition:

- see that all numbers can be made of 1s
- compose their own collections within 4.

Comparison:

- understand that sets can be compared according to a range of attributes, including by their numerosity
- use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.

Maths – Natural objects, Numicon, Unifix, shape boards, interlocking cubes, numerals cards, number lines 0-10, counting books, teddy counting train, representations of number of the week.

Creative – 2D shapes, sponge shapes, Numicon, paint, crayons, pencils.

Performance – Counting rhymes (5 Little leaves), props of varying sizes.

Construction – Tape measures, rulers, interlocking cubes, bricks of different sizes.

Investigation -

Junk – Boxes of different sizes, cardboard tubes differing in size, tape measures, rulers.

Outside – Coat hanger balance, natural objects, moveable wooden number line (0-20 but adjustable), 2D and 3D shapes, guttering pipes, tape measures, large plastic blocks, large wooden bricks and planks, numbered parking spaces, petrol pump, wildflower area.

Understanding the World



Chronology:

Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.



Begin to develop a sense of continuity and change by being able to compare characters from stories.

Respect

Themselves, special things in their own lives.

Understanding- Talk about and describe features of their own family, talk about families in other countries across the world.

Mapping:

Talk about the features of their immediate environment with visual representations e.g., classroom maps, forest school map and read commons signs and logos.

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Book Corner – Books linked to families around the world, books about family members, Three Little Pigs Story and props, Gruffalo book and puppets, non-fiction books about Autumn, books created by Ashcroft students in the past.

Mark making – Family writing frames, special me writing frames, body outlines to label, maps, treasure maps and map templates, plain paper, lined paper, notebooks, clipboards.

Home Corner – Family photos, common packaging on real life items (washing up liquid bottle, fabric softener bottle etc)

Maths – Maps, positional language, bee-bots and programmable mice on grid with familiar rooms (lounge, kitchen, bathroom, bedroom etc).

Creative – Family photos, paints, wool, googly eyes, collage materials, houses and homes photos, shape printing, shapes to draw around.

Performance – Pirate costumes, treasure maps, costumes (linked to family jobs rather than princesses etc).

Construction – Wooden bricks, Duplo, Lego, Stickle Bricks, Snap-a-Shape, interlocking cubes, prompts for building tractors/combine harvesters etc.

Investigation – Books about Autumn and Harvest, magnifying glasses, autumn objects, e.g. leaves, conkers, acorns,

Expressive Arts and Design



Develop storylines in their pretend play.

Artist study – Yayoi Kusama



Songs and poems:

Song: Five Little Leaves, Dingle Dangle Scarecrow and Tell me, Mr Scarecrow. Incy Wincy Spider climbed up the Christmas tree.

Poetry Basket Poems: Chop Chop, Wise Old Owl, Leaves are Falling, Falling Apples, Pointy Hat, Five Little Pumpkins.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Junk - Houses and homes photos from locally and around the world, boxes and packaging, bubble wrap, cardboard tubes, egg boxes, plastic pots, tape, glue, scissors.

Outside – Magnifying glasses, mirrors, coloured Perspex sheets, large plastic blocks, large wooden bricks and planks, wildflower area, bug hotel.

Book Corner – Books from Artists, focussing on Yayoi Kusama, traditional tales, hand puppets, stick puppets, finger puppets, puppet theatre, story stones,

Mark making – Plain paper, lined paper, clipboards, notebooks, pens, pencils, felt pens, pot stickers.

Home Corner – Pots, pans, cookbooks, cameras, notebooks, pencils, crayons.

Maths – Maths nursery rhymes and songs with props to use when performing.

Creative – Paper, paint, collage materials, glue, stencils, scissors, printing equipment.

Performance – Costumes, props, range of musical instruments, microphone toys.

Construction – Lego, Duplo, Stickle bricks, design templates, shelving for self-display.

Investigation – Magnifying glasses, light exploration, magnets, wooden blocks.

Junk – Selection of boxes, glue, tape, design template sheets, photographs of design ideas.

Outside – stage, props, costumes, musical instruments, selection of books and laminated nursery rhymes.