

The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities



Reception Autumn 1

Me and My World

Intent	Implementation	Impact
• Celebrate starting school Get to know our class, including meeting our teachers and making new friends. • Learn our classroom rules and routines to help us stay happy and safe. • Finding out about families and share who is in our own family • Learning about our body including naming the parts of our body and thinking about how to keep our body healthy. • Thinking about how we have grown and changed in our lifetime. • Learn about where we live and what it means to be part of our school family.	• All areas of learning are planned for explicitly as well as providing opportunity for knowledge and skills to develop during 'independent learning time' (Planning time). See area of learning documentation. • Use of visual timetable and daily songs and routines will aid children's understanding of the school day. • Children will share family photos and learn about each other's families at circle times. • Rolling snack time will encourage healthy choices • Children will share holiday books	We will assess the children's learning by making informed observations. Continue to carry out baseline assessments. We will assess whether the children have gained the knowledge and skills outlined in this theme overview. We will then identify any gaps in learning that need to be addressed next time or in subsequent themes/topics. We will make sure our children feel settled, happy and part of our school family.

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Communication and Language – Prime Area			
Educational Programme		The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
Intent Development Matters – Focus points		Implementation Activities/Provision/Teaching & Learning Opportunities	
Key Knowledge: - To understand how to listen carefully and the points that help us to learn when listening. - To understand when to raise a hand. - To learn and use new vocabulary. - To know when to use 'inside' and 'outside' voices		Key Skills: - To develop social phrases- good morning, goodbye, see you tomorrow, how are you? - To demonstrate model of an effective listener during carpet and group time. - To listen for 5-10 minutes during group time - To use an increasing number of words, with greater clarity. - Waiting in turn to speak e.g. during carpet or circle time.	
- Stop and listen when asked by an adult. - Learn rhymes, poems and songs - Sometimes follow instructions with 3-4 Information Carrying Words. - Hear the difference between a range of sounds. - Listen to others 1:1 or small groups when the conversation interests them. - Identifying object functions: e.g. show me the one we use for cutting. - How are these different/the same/similar?		On-going - Introduce Mr Potato head – good listening skills visual prompt and poster - Model good listening and how we show good listening during circle times - Daily circle time – Hello song, Days of the week, date, Weather. Record on board. 	
		Weekly story focus to launch the week's learning.  Key vocabulary:	

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• Use a range of adjectives to describe size. Key vocabulary small, medium, large from focus text Goldilocks. • Enjoy listening to a story and can remember some of what happens. • Sing songs and say rhymes independently, for example, singing whilst playing <i>*See Development Matters for further guidance</i> Speaking: • Initiate a conversation with an adult. • I can initiate a simple conversation with my friend. • Describe characteristics of objects: e.g. what size/shape/colour it is. • Use senses to describe how does it taste/smell/feel? • Use conjunction 'and' in sentences. • Attempt to answer 'why' questions.	• bucket, nervous, friend, playground • branch, ivy, swooped • small, medium, large, porridge • Africa, basket, fruit names, Harvest • Echo reading of focus story. Story maps modelled by adults. Children to join in with refrains and repeated parts of story. • Story sacks and puppets of focus stories available in reading corner. • Reading areas with a range of text following children's interests as well as different genres as talking points - inside and outside. Reading "boats" for children to sit and read in. • Daily singing/nursery rhymes: • Range of songs and instruments within performance area : Twinkle Twinkle, Baa Baa Blacksheep, • Phase 1 listening games during circle times: Sound button game, • EYFS. Listening skills - 12: Sound games 1 - BBC Teach • Phonics Play - Phase 1 Resources • https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-the-little-red-hen/zfptqp3 • Daily story and reflection time based on our Value of Positivity/Friendship
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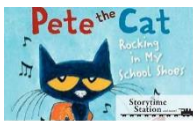
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	• Sharing holiday books/family photographs - Listening to others and talking about their own experiences. • Harvest food tasting linking to our key text Handa's Surprise. • Naming objects from our resources in each learning zone e.g. key vocab for the malleable table rolling pin, cutter, scales. (see document for continuous provision)
Key Outcomes: • Children are able to stop when asked. • Children hold short interactions with adults and peers • Children enjoy listening to a story and can join in with repeated refrains • Children can sing 1 focus nursery rhyme. • Children use "and" within sentences.	

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Personal, Social and Emotional Development - Prime Area		
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge: Self-Regulation - To know and understand our first school value - Positivity. - To recognise different types of feelings using our feelings check in. - To know and attempt to follow the classroom rule of "it's time to stop now, let's all say, tidy up and pack away".	Key Skills Self-Regulation To accept the needs of others, take turns and share resources, sometimes with support from others.	On-going - Staggered start during Week 1 - two smaller groups to support children building relationships with adults and peers - Introduction to environment and planning cards - adults modelling play and expectations. - Name games, team games and getting to know each other activities - Circle time focus during week 1 and 2 - Introduction of children's 'patches' to display wow moments and learning to be celebrated - Star of the day/Reward chart and class bear sent home weekly. - Daily Routines and class/school rules used consistently

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- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement, anxiety, guilt and self-doubt. - Learns about how to take care of themselves (washing hands before snack and lunch, drinking water, eating lunch.) - Aware of daily routines using visual timetable.		- Feelings check-in used each day. Happy/sad/excited. - This terms school values - Positivity and Friendship displayed and CW daily explored. - Well-being Wednesday - 5 to thrive focus each week - Daily reflection/collective worship - Pete the cat clips used to address anxiety in a new place- starting school song/video, Pet's new shoes. - Rolling snack routine taught to all children promoting independence skills - Harvest - finding out about where food comes from and different types of foods. - Mr Wade Harvest assembly-joint with LL - Make soup. Work together as a team. Pick carrots that the previous Reception class had planted. - Resources tailored to building relationships and encouraging sharing and collaborative learning. Open ended resources. Tuff spots and outside provision reflecting children's interests: - Dinosaurs, superheroes, cars and ramps, sand and water play.	
Key Knowledge Managing self - To know and understand our first school value - Positivity. - To recognise different types of feelings using our feelings check in. - To know and attempt to follow the classroom rule of "it's time to stop now, let's all say, tidy up and pack away".	Key Skills Managing self To choose an activity independently.		
Is becoming more aware of similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers.		Key Vocabulary: Sad, angry, kind thoughts, kind words, kind actions, rule, unique,	

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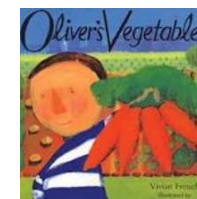
Key Knowledge Building relationships To know how to share and take turns.	Key Skills Building relationships - To demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults - Seeks out companionship with new adults and friends.	belonging 
Key Outcomes: - Children feel that they belong in their class. - Children begin to understand and follow our school rules. - Children choose an activity independently.		

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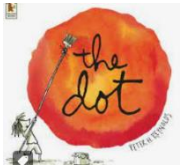
Physical Development - Prime Area		
Educational Programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Intent Development Matters - Focus points		Implementation Activities/Provision/Teaching & Learning Opportunities
Key Knowledge Physical development <u>Gross motor</u> To know how to move freely, with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	Key Skills Physical development <u>Gross motor</u> To show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Gross motor skills focus - On-going: - Within outdoor environment - The Meadow climbing and jumping off pallets, slide, bikes and trikes. - Introduction and use of trim trail and playground at lunch times - Brain breaks daily after lunch
- Further develop the skills they need to manage the school day successfully, e.g. lining up, queuing up, mealtimes - Revise and refine fundamental movement skills - running, jumping, walking. - Use their core muscle strength to achieve a good posture when sitting at a table, working at the malleable table or sitting on the floor		- Squiggle whilst you wiggle opportunities - Physical trolley containing large balls, small balls, hoops, skipping ropes and frisbees. - Teach ring games- Duck Duck Goose, What's the time Mr Wolf.
Key Knowledge Physical development <u>Fine motor</u>	Key Skills Physical development <u>Fine motor</u>	Range of tools and equipment to support fine manipulative skills: Malleable table-playdough,

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• To know how to use scissors effectively. • To know which hand to write with.	• To use a dominant hand. • Develop their fine motor skills so that they can use a range of tools competently, safety and confidently: • Pencils for drawing and writing. • Scissors for cutting paper and playdough. • Knives for cutting vegetables for soup making. • Knives and forks for eating lunch.	cutters, rolling pins, NO CHAIRS- aids core muscle strength • Funky fingers table: focus on scissor skills, snipping, cutting in a straight line, use of differentiated scissors according to child's developmental need • Creative table- range of craft resources to aid pincer grip e.g. sequins/feathers • Thick and thin pens/pencils throughout provision • Sand and water resources addressing developmental stages within cohort • Name cards added to environment and sent home to practise letter formation and pencil grip • Introduction of letter/number formation within teaching - rhymes to support • Use of knife and fork - Hot dinners (home corner and other resources used to practise these skills within play) • Harvest time soup making-chopping vegetables focus. Read Oliver's vegetables. • Goldilocks porridge making - scooping and spooning. Key Vocabulary:
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		Safely, wash hands, germs, find a space, start/stop, exercise, heartbeat. Key Vocabulary: Scissors, cut, safely, blades, knife, fork. Mark-making focus using "The Dot" as stimulus. Pencil hold. 
Key Outcomes: Children can: • Hold a pencil effectively using a tripod grip in most cases. • Use a range of small tools including, scissors, pens, pencils and cutlery. • Join in with small group and class ring games. • Manage routines such as lining up. • Wash their hands in preparation for mealtimes, cooking, snack and after toileting • Follow rules in basic stop/start games.		

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Literacy - Specific Area		
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	
Intent Development Matters - Focus points		Implementation Activities/Provision/Teaching & Learning Opportunities
Key Knowledge Comprehension To know that stories have a beginning, middle and end.	Key Skills Comprehension - To listen to familiar stories and be able to recall some key events using key vocab- •First, next, after that, finally. - Describe what is happening from a picture book. - Use known vocabulary to tell a story in their own words.	Comprehension and word reading - Introduction of monster phonics Programme (see progression map) - Use of seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school - e books - Classroom signs and labels to reflect the colour coded monster phonics scheme. - Phonic posters and writing prompts displayed. - Phonic games - pass the parcel, sorting sounds, eye-spy, robot talk, silly soup, bingo, pick a picture - Guided reading sessions with teacher -order focus story first, next, after that, finally - Daily story time and singing. Focus on vocab beginning, middle, end - Focus stories to launch each week's learning. Teacher models retelling of story, enlivening story and drawing a story map. Children to make own story maps of Goldilocks, The little Red Hen.
Key Knowledge Literacy Word reading To know that sounds are phonemes and letters are graphemes.	Key Skills Literacy Word reading - To identify initial sounds in familiar words. - To segment and blend words orally. - Can show book behaviours (holding the book the correct way up, turning pages).	

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		Books sent home with the introduction of reading scheme books as the children begin phase 2 phonics.
Key Knowledge Literacy Writing To know marks ascribe meaning.	Key Skills Literacy - Attempts to write own name using a combination of lines, circles, curves or letter type shapes. - To use mark making tools. <i>*See Development Matters for further guidance</i>	Writing - Name writing assessment for patch, name cards added to environment and sent home. - Well stocked reading and writing areas alongside books and mark making within all areas of provision. Thick and thin pens/pencils, paper and card. - Participate in squiggle mark making x 3 weekly - Single diagonal line. - Repeated circular lines clockwise and anti-clockwise. - Copies over circle and spirals with increasing accuracy. - Copies over lines and diagonals with increasing accuracy. - Squiggle from left to right. - Story river- large paper on floor. - Adults modelling writing in every area of provision. - Speech bubble focus with Owl Babies, Shopping list focus with Goldilocks/Handa's surprise, - Card modelling - Story maps - Outdoor provision: creative area- mud paint, shaving foam, streamers and chinks. Water and sand resources to support shoulder and elbow development as well as more fine motor development

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Key Outcomes:

- Hold a pencil effectively using a tripod grip in most cases
- Begin to mark make my 'name'
- Sometimes give meaning to drawings and paintings.

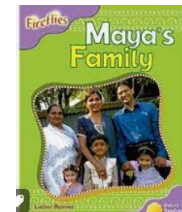
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Mathematics - Specific Area		
Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
- Count objects, actions and sounds. - Subitise. - Compare numbers. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Continue, copy and create repeating patterns. - Compare length, weight and capacity.		On-going: Daily circle time incorporating a range of maths skills: Days of the week, how many children are present, the weather, the date. Mastering number programme - 10 minutes daily focused maths sessions (see plan)
Key Knowledge Mathematics Number and Numerical patterns - To recognise the digits 1,2,3. - To rote count to 5 using songs and daily counting. - Mathematics	Number and Numerical patterns Skills - To count objects to 10 and begin to count beyond 10. - To match quantities to numeral to 3 - To recognise numbers on a dice/card to 3 <i>*See Development Matters for further guidance</i>	- Counting songs and rhymes - familiar ones and introduce new ones: 12345 once I caught a fish alive 5 little peas in a pea pod pressed 5 currant buns - Numberblocks - SSM focus1 x weekly maths time - Orchard games - spotty dogs and catch and count to support subitising - High quality maths provision embedded within the environment to support both number and SSM - Goldilocks and the three bears - Size and ordering - Vocabulary: small, medium, large

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		Maths Display - Number line with focus numbers/representations, working wall, vocab, maths in action
Outcomes: - Able to recognise and select a numeral to 3 - To subitise to 3		
Understanding the world - Specific Area		
Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge U the W Past and Present (links with History) People, Culture and Communities (links with Geography and RE) The World (links with science) - To understand the term 'family' and understand what it means to them. . - To know that everyone is different. To know some of the things that make me unique.	Key Skills U the W Past and Present (links with History) People, Culture and Communities (links with Geography and RE) The World (links with science) - To begin to make sense of their own life story and family's history. - To name and describe people who are familiar to them. - To talk about members of their immediate family and community.	  - Getting to know children and families- sharing each other's family photos, displaying family photos in Home Corner - Sharing of first day experiences with adults in setting and how they have grown. - Jigsaws representing different families.

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• To know that people in other countries and our school community may speak different languages. • To know what the word 'Season' means. • To know that we are in the season of 'Autumn' • To know what 'Nocturnal' means.	• To talk about some of the similarities and differences in relation to friends and family. • To demonstrate respect for people who have a different culture to ourselves. • To identify and discuss changes observed in the environment- Autumn walk. • To describe what they see, hear and feel whilst outside - Autumn Scavenger Hunt. • To explore light and dark- torches.	• Books with different families in them - Maya's family, love makes a family, it's okay to be different, CBeebies - my family, introduce Oxford Reading Tree family and share stories about these characters • Put children's photos on the map if their family originated in a different country or the home language is not English. • Sharing of holiday books/family photos during circle times week 1/2 • Introduction to adults within school and the school environment - tour of school. • RE, Well-being Wednesday, PSHE group times- well-being Wednesday activities and daily collective worship • Introduce Forest and Forest rules • Autumn walk around school and forest. Using a colour swatch match autumn natural object to the shades of colour. • Daily weather - circle time • Harvest time - harvest festival and visitor. Learn about different fruits and vegetables. Smell/taste/chop/make veg soup using vegetables the previous Reception children had planted.
<i>Science Assessment:</i> Scavenger sort- Sorting natural found objects.		 
Key Outcomes: • Can talk about their own family. • Understand that their birthday is a celebration of the day that they were born. • To understand that they get older on their birthday. • To remember and talk about significant events and special times in their own lives and the lives of family members • Knows where the hall, dining room and office are and shows an awareness of how to work in those spaces.		

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- Can say they live in Lincoln and go to The Meadows school
- Can select the right picture for today's weather and say what it is.
- Knows that the season has changed and that in autumn the colours change and leaves fall.

Expressive Arts and Design - Specific Area

Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent

Development Matters - Focus points

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|---|---|
| <ul style="list-style-type: none"> • To know where to find the tools needed for creative tasks. • To know how to use painting resources. • To know where resources are stored and how to share them. | <ul style="list-style-type: none"> • To use simple tools and techniques competently and appropriately. • To explore colour and how colours can be changed. |
| <ul style="list-style-type: none"> • To know the areas and resources that can be used to support imaginative play. | <ul style="list-style-type: none"> • To engage in imaginative roleplay. • To remember the words to a range of songs- see nursery rhymes (list on long term plan) • To explore different ways of making sounds with their bodies. |

Implementation

Activities/Provision/Teaching & Learning Opportunities

On-going:

- Creative area with continuous provision and enhancements based on topic/interests/next steps
- Performance area with CD player - Focus on familiar nursery rhymes
- Weekly music sessions - Charanga
- Introduction of bells/music for tidy up time
- Daily singing/nursery rhymes

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- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own.
- Develop storylines in their pretend play.

**See Development Matters for further guidance*

- Home corner, deconstructed role play, prop box
- Storytelling through small world and construction play and story teller's shelf
- Harvest performance - Dingle, Dangle scarecrow to Little Learners and Mr Wade visitor
- Observational drawings of fruit and vegetables using colours, tissue paper and pastels. Explore mixing colours and blending pastels together to create different shades.
- Introduce Primary colours through books and exploring colour and paint
- Exploring a variety of craft objects e.g. feathers, tissue paper, card etc.
- Make magic carpets with fringe technique for scissor skills.
- Focus artist: Robert Delaunay learn about his life and work. Look at facial features. Use mirrors and partner work- drawing portraits of each other. Create portraits in his style using a long face.

