

# Reception Autumn 1 2022-7 Weeks

## All about me and people who help us!

This half term supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their new class. It teaches children about being helpful, kind and thoughtful at home and at school. This half term also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.



### Development Matters Objectives

Number; Numerical patterns

**Maths**

**PD**

Gross and Fine Motor skills

**PSED**

Self-regulation; Managing self; Building relationships

**World**

Past and present; People culture and communities

**Exp A&D**

Creating with materials; Being imaginative and expressive

**CL**

Listening, attention and understanding; Speaking

**Literacy**

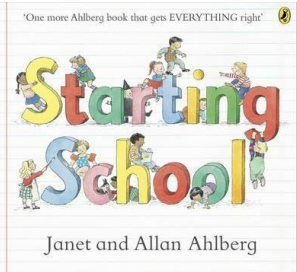
Comprehension; Word reading; Writing

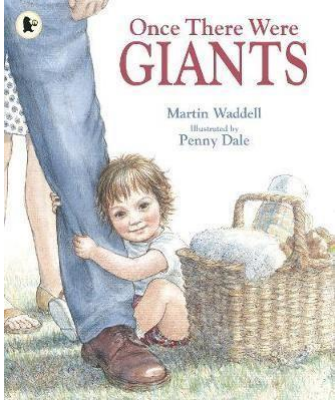
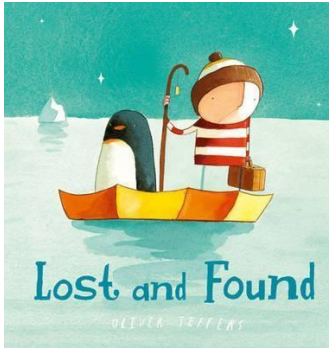
**Memorable experience**

Our school community

**Innovate challenge**

Helping Bear

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
1	Memorable Experience – My School Community	<p>Starting School by Janet and Allan Ahlberg</p>  <p>Janet and Allan Ahlberg</p>	<p>Explain to the children that they are part of the school community. Explore together what the word community means. Go for a walk around the school so the children can meet people in the school community who are there to help them. Ask each person to introduce themselves and explain what they do. Ask them to show the children the space where they work and some of the important things they keep there. Take a photograph of each person for the children to remember. Before walking around, ask the children to choose a partner or friend to hold hands with.</p> <p><b>Things the children could do:</b></p> <ul style="list-style-type: none"> <li>● Meet and talk to adults</li> <li>● Choose a friend or partner</li> <li>● Listen carefully to people speaking</li> <li>● Take photographs of people they meet</li> <li>● Look for signs and print in the environment and share the information with adults and each other</li> </ul>	<p>School, community, people, individual, friend, kind, new, experience, rules, boundaries, feelings, expectations.</p>

			<ul style="list-style-type: none"> <li>● Identify similarities and differences between the jobs people do</li> <li>● Think how people help us at different times of the day</li> <li>● Find out how people use different spaces</li> </ul>	
2	Me and My Family	<p>Once there were Giants by Martin Waddell</p> 	<p><b>Skills and knowledge to develop:</b></p> <ul style="list-style-type: none"> <li>● Families are all different sizes.</li> <li>● We are all unique and special.</li> <li>● There are things we are good at and things we can learn more about.</li> </ul>	<p>Family, friend, special, parent, brother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin</p>
3	Let's be Friends	<p>Lost and Found by Oliver Jeffers</p> 	<p><b>Skills and knowledge to develop:</b></p> <ul style="list-style-type: none"> <li>● We need rules to keep us safe and happy.</li> <li>● It is important to listen to adults at school and follow what they say.</li> <li>● Some things are okay to do at school. These are good choices. Some things are not okay to do at school. These are bad choices.</li> <li>● I need to take turns when playing with my friends at school.</li> <li>● A friend is someone who I like to spend time with. Friends make us happy.</li> </ul>	<p>Friend, kind, helpful, listen, share, rules, instructions, choice</p>

4

People who help us

People who help us by John Wood



**Skills and knowledge to develop:**

- There are adults in our community who help us.
- The emergency services help us.
- The emergency services include the fire service, the police and paramedics.
- To call the emergency services, dial 999.
- Other people who help us are doctors, nurses, teachers and postal workers.

Doctor, nurse, police, fire service, emergency, community, paramedic, ambulance

## Exploring Autumn

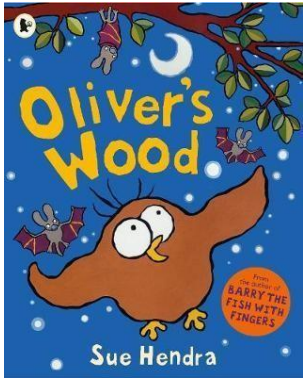
This topic teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.



### **Development Matters Objectives**

<b>Maths</b>	Number; Numerical patterns
<b>PD</b>	Gross motor skills; Fine motor skills
<b>PSED</b>	Self-regulation
<b>World</b>	The natural world
<b>Exp A&amp;D</b>	Creating with materials; Being imaginative and expressive
<b>CL</b>	Listening, attention and understanding; Speaking
<b>Literacy</b>	Comprehension; Writing
<b>Memorable experience</b>	Woodland walk
<b>Innovate challenge</b>	Making Leaf Man books

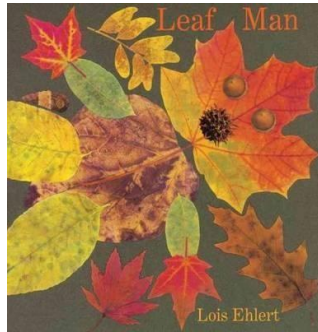
<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
-------------	------------------	-----------------	----------------------	-----------------------

<p>5</p>	<p>Memorable Experience –Woodland Walk</p>	<p>Oliver's Wood by Sue Hendra</p> 	<p>Arrange a woodland walk to look for signs that autumn is coming, such as a trip to Memorial Park. Encourage the children to use the 'I wonder what we will see' sheet to record their findings. Put children in pairs and provide each pair with a bag to collect leaves and sticks to take back to school and explore. Provide digital recording equipment for the children to take photographs of any wildlife they see (IPADS). Encourage the children to use their senses on the walk to describe what they can see, hear, smell and touch.</p> <p><b>Things the children could do</b></p> <ul style="list-style-type: none"> <li>● Stomp through crunchy leaves</li> <li>● Make a footprint trail through dewy grass</li> <li>● Bark rubbing</li> <li>● Spot cobwebs</li> <li>● Collect conkers</li> <li>● Catch falling leaves</li> <li>● Search for blackberries and other autumn fruits</li> </ul>	<p>Wood, forest, woodland, animals, weather, autumn, season, wind, rain, sun, hot, cold, climate, leaves, trees, falling, crunchy, crispy, orange, red, brown, dry.</p>
----------	--	--	---	---

6

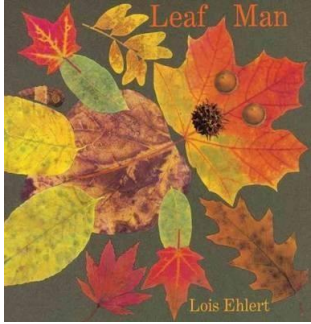
Autumn  
Leaves

Leaf Man by Lois Ehlert



Read the story 'Leaf Man' by Lois Ehlert. Discuss the journey that Leaf Man went on throughout the story and what he saw along the way. Before reading the text, walk the children through the book, looking at the pictures and encouraging them to predict what Leaf Man will see on his journey. Look at the pictures together and discuss how the author collected leaves from all over the United States, taking colour photocopies of them to use in her story.

Wood, forest, woodland, animals, weather, autumn, season, wind, rain, sun, hot, cold, climate, leaves, trees, falling, crunchy, crispy, orange, red, brown, dry.

<p>7</p>	<p>Innovate and Express –Make a Leaf Man Book</p>	<p>Leaf Man by Lois Elhert</p>  <p>Lois Elhert</p>	<p><b>Making Leaf Man Books:</b></p> <p>Explain to the children that they will be making their own Leaf Man book as part of a group. Talk about the types of animal that Leaf Man might see on his journey through a woodland in autumn. Provide pictures of woodland animals and a range of leaves or photocopies of leaves for the children to make a woodland animal. Encourage them to look closely at the leaves and choose shapes carefully to represent the different parts of their animal. As the children create their pictures, discuss the things that Leaf Man might see as he journeys through the woods. Use their ideas to inspire a new story. Allow time for them to admire their pictures and look at those of others. Take a photograph or photocopy of each child's picture and use them to create a new Leaf Man story in their group to share with the class.</p> <p><b>Sharing our work:</b></p> <p>Invite Nursery class to listen to the Leaf Man stories or share them in a Friday assembly alongside other examples of children's work from the topic.</p>	<p>Wood, forest, woodland, animals, weather, autumn, season, wind, rain, sun, hot, cold, climate, leaves, trees, falling, crunchy, crispy, orange, red, brown, dry.</p>
----------	---	---	---	---

