

Reception Autumn 1 2023-7 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

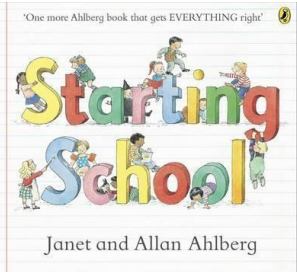
Comprehension; Word reading; Writing

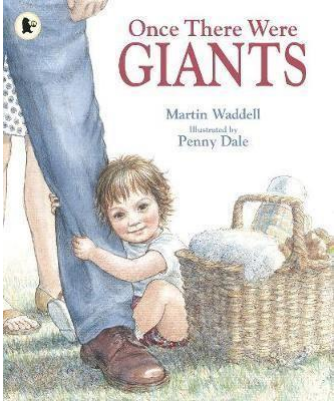
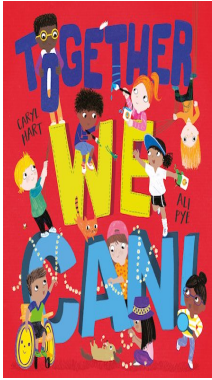
Memorable experience

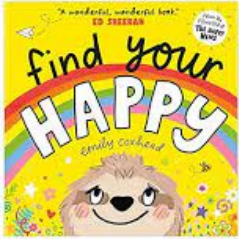
Our school community


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 | Starting School by Janet and Allan Ahlberg  | 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. Things the children could do: <ul style="list-style-type: none"> ● Meet and talk to adults ● Choose a friend or partner ● Listen carefully to people speaking ● Take photographs of people they meet ● Look for signs and print in the environment and share the information with adults and each other | School, community, people, individual, friend, kind, new, experience, rules, boundaries, feelings, expectations. |

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| | | | <ul style="list-style-type: none"> ● Identify similarities and differences between the jobs people do ● Think how people help us at different times of the day ● Find out how people use different spaces | |
| 2 | Me and My Family | <p>Once there were Giants by Martin Waddell</p>  | <p>Skills and knowledge to develop:</p> <ul style="list-style-type: none"> ● Families are all different sizes. ● We are all unique and special. ● There are things we are good at and things we can learn more about. | <p>Family, friend, special, parent, brother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin</p> |
| 3 | Let's be Friends |  | <p>Skills and knowledge to develop:</p> <ul style="list-style-type: none"> ● We need rules to keep us safe and happy. ● It is important to listen to adults at school and follow what they say. ● 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. ● I need to take turns when playing with my friends at school. ● A friend is someone who I like to spend time with. Friends make us happy. | <p>Friend, kind, helpful, listen, share, rules, instructions, choice</p> |

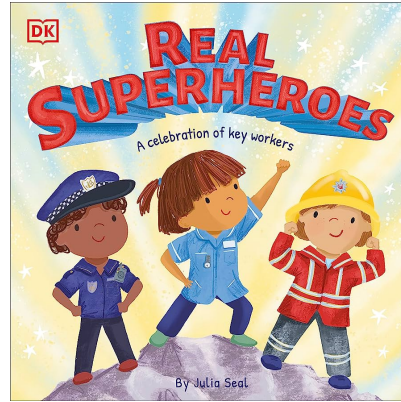
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| 4. | Feelings |  | <p>Skills and knowledge to develop:</p> <ul style="list-style-type: none"> • We can feel a range of different emotions. • It is ok to feel angry, sad or worried. • We know who we can speak to when we are feeling these emotions. • We know how we can calm down if we are feeling angry. • We know how to use our class calm corner. • We can share things that make us feel happy. | Happy, sad, angry, worried, calm, shy, brave, bored, afraid, scared. |
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| 5 | People who help us | <p>People who help us by John Wood</p>  | <p>Skills and knowledge to develop:</p> <ul style="list-style-type: none"> • 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 |
|---|--------------------|---|--|---|

6.

People who help us

Real Superheroes



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

Maths

Number; Numerical patterns

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Gross motor skills; Fine motor skills

PSED

Self-regulation

World

The natural world

Exp A&D

Creating with materials; Being imaginative and expressive

CL

Listening, attention and understanding; Speaking

Literacy

Comprehension; Writing

Memorable experience

Woodland walk

Innovate challenge

Making Leaf Man books

Week

Key Focus

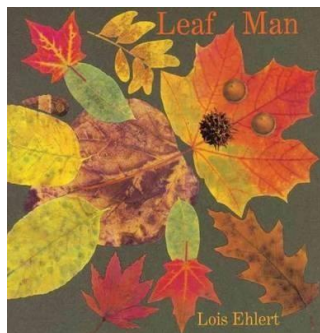
Key Text

Week in Brief

Key Vocabulary

7

Memorable Experience
–Woodland Walk



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.

Things the children could do

- Stomp through crunchy leaves
- Make a footprint trail through dewy grass
- Bark rubbing
- Spot cobwebs
- Collect conkers
- Catch falling leaves
- Search for blackberries and other autumn fruits

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.

Making Leaf Man Books:

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.

Sharing our work:

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.

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

