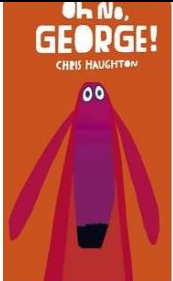
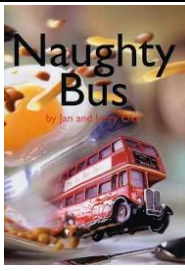
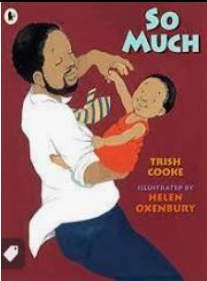
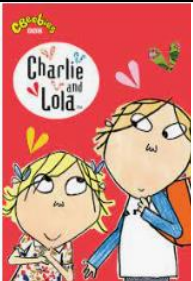
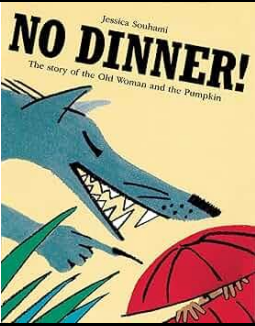





Foundation Stage: Half Termly Planning Grid - Reception
Year Group: Reception **Term: Autumn (1)** **Academic Year: 2024- 2025**

	Week 1 Date: 5/9/24	Week 2 Date: 9/9/24	Week 3 Date: 16/9/24	Week 4 Date: 23/9/24	Week 5 Date: 30/9/24	Week 6 Date: 7/10/24	Week 7 Date: 14/10/24	Week 8 Date: 21/10/24
Magnificent Me - a focus on settling in and learning who we are.								
Literacy Focus Book or Core Book	Oh no George 	The Naughty Bus 	So much 	Charlie and Lola - I will not ever eat a tomato 	No dinner 			
Personal, Social and Emotional Development	TRANSITION MEETINGS Settling in and learning our new routines e.g. leaving our parents/carers, lining up in class and outside, getting to know my friends and teachers. Walking into and around the building independently, going to the main hall for lunchtime etc. Visiting toilets - toilet rules and timetable. Routines- 'Finish your play- tidy away'.	Learn about our class name and finding the tree outside. Our school community - what does this mean? Circle time games - learning all of our friends/ teachers' names. Looking after our classroom - tidying up and taking care of our classroom. Understanding our class rules - making good choices- school values (Learners) 'Mini Me' Responding to 'Stop sign'	My Family Sharing family pictures on our gallery wall. Looking after our classroom - tidying up and taking care of our classroom. Learning about Friendship. Friendship - A friend is someone who I like to spend time with. My Family - learning about our families and how they are all different. Being able to talk about my family, who I live with etc.	Talk about our teeth. Talk about trying new foods. Trying new things. How does it feel?	Learn about different characters from different cultures. How can I show the school values at school and at home?			
Communication and Language	Developing our confidence to speak to our friends and teachers/ adults in the school. Learning friends' names,	I know the names of my friends and teacher. I am able to talk about my class rules. To retell and reenact the	I can say who is in my family. I can say how I am the same/ different. I can say who my new friend is. To retell and reenact the story	I can talk about foods I like and don't like. I'm beginning to understand about healthy and unhealthy foods.	To join in with repeated refrains in the story. Practice joining in with my class when my teacher reads a story.			

	speaking about themselves, their family and homes. Where do you live - house, flat etc and who do you live with?	story through puppets, maps and small world play.	through story mapping, story sequencing, puppet and mask making, character hot seating, freeze framing, small world play, etc.		
Physical Development	Draw themselves and write their names on their special books. Using playground equipment- lining up rule/ taking turns.	<p style="text-align: center;">Playground Games (PD Link) Learn a number of playground games/ using climbing equipment Taking turns fairly Fine motor skills Funky fingers activities</p>			
Literacy	Rules and making the right choices Name Writing	Baseline Name writing Mark making	Name writing Writing initial sounds Writing sounds in RWI lessons	Writing shopping lists (initial sounds) Initial sounds of foods	Discussing the old woman and her characteristics and feelings What choices does she make? Story settings Recipe for pumpkin soup
Phonics	BASELINE	BASELINE Whole class RWI (phonics). Learning Set 1 sounds as a whole class.	Read Write Inc. streamlined phonic groups start - focusing on the needs of each child.		
Mathematics	Getting to Know You <ul style="list-style-type: none"> - Maths songs - Counting 1-10 in provision - Maths games - Date/Days of the week - Number of children 	Settling in and Baseline	Match, Sort and compare <ul style="list-style-type: none"> - Matching, sorting objects - Sorting rules 	Talk about Measure and Patterns <ul style="list-style-type: none"> - Compare size, mass and capacity - Explore, copy and create simple patterns 	It's me 1, 2, 3 <ul style="list-style-type: none"> - Find, Represent, subitise 1, 2 and 3 - 1 more - 1 less - Composition of 1, 2, and 3
Understanding the World (including ICT)	Link to our class name - what is our class name? Go outside and have a look at all the trees around us. How are they the same/ different? They are like us - we are all different but part of the same class. Can you find our class tree?	Begin our family gallery wall and discuss our families. Children to bring in a photo of their family. Discuss who is in their family. Describe their immediate environment, look at local places. Links to places in the naughty bus.	Who is special to you? Discuss family members Talking about the past Looking at baby pictures, how we have grown and what can we do now.	Exploring and tasting some fruits and vegetables. Exploring the 5 senses	Talking about forests and habitats - looking at a forest, how is it the same / different to where we live? Talk about our school area and local area habitats. Learn about autumn seasonal changes
RE			Who is special to you and why?	What is a good friend like? How can you show that you are a good friend?	What stories did Jesus tell about being a friend and caring for others? What stories do special people tell from another religion?

Expressive Arts and Design	Portraits of ourselves. Choose face colour and draw main outline. Use mirrors.	Chn to complete features, hair and jumper on their portraits.	Drawing pictures of my family.	Making birthday cards. Role play story and family phrases.	Splat tomatoes and make tomato artwork. Potato printing.	Pumpkin carving Leaf collage Natural resource printing	
Sports coach focus/ PD observations focus during PPA time.	Settling in		Focus on listening, finding a space and stopping -Find a space -Traffic light game -Stop and go game	Introducing games - Bean game (broad bean =lie spread apart, string bean=stretching tall , runner bean= run, French bean = say 'ohh lala' baked bean = in a ball) - Jumping - how can we jump? Use two feet to land. - Can you do a star jump? Can you do 5 star jumps? 10?			
Assessment	Individual Baseline Assessments				RWI Assessment		
Important dates	<p>Meet the teacher Parent/Carer café: 20th September at 2:30pm in Reception classes</p> <p>EYFS and Year 1 Phonics workshop for parents/carers: 9th October. <i>This will take place in the Community room in the main school building.</i></p> <p>Parent Consultation evening: 15th and 17th October. <i>Information regarding the booking of appointments will be sent out nearer the time.</i></p> <p>Individual photographs: 5th November</p> <p>Drop in Parent/Carer forum/Coffee morning with the Senior Leadership Team: 27th November. <i>This will take place in the Community room in the main school building.</i></p> <p>INSET Day (School closed to all pupils): 29th November</p> <p>Parent/Carer Christmas Café: 6th December</p> <p>Class Christmas Parties with Father Christmas: 17th December</p> <p>End of Autumn term: 20th December at 1:30pm</p>						
Books to read at home							
Places for you to visit	Join or visit the local library Enfield Island or Ordnance Unity	Local parks Lea valley trails, walks along the canal Forty Hall, house, walks and adventure playgrounds		Bus ride on the 121 to Enfield Town park Adventure play - Southbury leisure centre Natural history and Science museums- South Kensington			
Useful Websites	Alphablocks - YouTube BBC iPlayer - Numberblocks Alphabet Phonics Song - YouTube 10 Little Numbers - YouTube			Alphablocks - YouTube BBC iPlayer - Numberblocks Alphabet Phonics Song - YouTube 10 Little Numbers - YouTube		Alphablocks - YouTube BBC iPlayer - Numberblocks Alphabet Phonics Song - YouTube 10 Little Numbers - YouTube	
Key Year Group Information	<p>PE is on Mondays. In Reception, children come into school dressed in their PE kit.</p> <p>Homework – please talk to your child about their day to help develop their vocabulary. You can also read to and with your child each day and play simple number games.</p>						