



Reception - Autumn 1 MTP (Subject Specific)

Subject	Science	Computing	History	Geog	Art	DT	Music	PE	RE	PSHCE
Subject content and skills to cover	<p>Investigation: <u>Floating and sinking</u> Investigate what happens to different objects as we drop them in water Explore some of the textures and materials items are made from Predict whether something might float or sink Explore what happens if a certain material e.g. plasticine changes shape and is repeated</p> <p>Reflections What is a reflection? Where would I see a reflection? Explore reflections in mini mirrors? How do we change or distort reflections?</p> <p>Autumn Share books talking about changing seasons Observe changes in environment Talk about the changes in weather Make a chart to track the weather How do animals behave differently as the seasons change? Clothing changes to prepare for Autumn How does the weather affect daily routines e.g. indoor break?</p>	<p>Listening and attention—2Beat and 2Explore 2Beat Let the children experiment with all the different instruments, listening to the different types of drums, symbols and other sounds they can choose. Choose the instruments and start with simple 6 or 8 beat tunes. Make some of the sounds loud and some of the sounds quiet. Which sound do you think should be the loudest? Which sound should be the quietest? What happens when we make them all loud? What happens when we make them all quiet? Speed the sounds up and slow them down. Which is their favourite way of playing the sounds, fast or slowly? 2Explore Choose from a selection of different instruments, listen to the different sounds the instruments make. Using the 6 different sounds you have chosen can you make a pattern using 2 sounds. Try looping the sounds. Can you speed the pattern of sounds up or slow them down which do you like the best? The fast or the slow sounds. Experiment with some of the other instruments try making patterns using the sounds. Record the sounds you have made and play the tune back them back. Choose some of the instruments and make a tune which sounds like The pitter patter of rain Thunder and wind and a storm on its way The big giant climbing down the beanstalk The tiny mouse running around the house The troll trotting over the bridge. The Gruffalo dancing in the woods The pirate sailing on the splashing sea. Let the children explore using creating tunes to the stories they are reading. Give the children the opportunities to use the tablet (if available) as another musical instrument as part of percussion.</p>	<p>Begin developing a simple concept of the past Talk about then and now Begin to understand the structure and routine of the school day using the visual timetable Understand some similarities and differences between morning, afternoon and night Begin to sequence activities by order of time</p>	-	<p>Art exploration— colour Know the names of primary and secondary colours Introduce some shades of different colours Explore colour mixing</p> <p>Exposure to artists— Mark Rothko What is an art gallery? What is an artist? Look at work by Mark Rothko Discuss how Rothko's pieces make us feel Complete a piece of art inspired by an artist</p> <p>Learning to draw Independently mark make and combine scribbles Draw closed shapes Enjoy drawing freely</p>	<p>Using tools Explore using simple tools (boxwood tools, clay modelling and sculpting tools, cutter and rolling pins) to create using play dough Combine materials using simple tools such as scissors, glue, masking tape, Sellotape, blue tac, paper clips, fasteners and split pins.</p>	<p>Music is interwoven throughout input, provision and classroom practice. The units below will be covered by all children, but will likely change order and overlap throughout the year. Children will learn to perform confidently, listen carefully and enjoy responding to music in a range of contexts.</p> <p>Listening and Attention Nursery Rhymes (please see core text list for more detail on rhymes and songs covered) Mini Mash music Singing Moving to music and remembering sequences Identifying musical instruments and experimenting with the sounds they make Discussing how music makes us feel?</p>	<p>Movement and Balance To move in different ways with confidence To negotiate space and avoid obstacles To move safely To be able to climb obstacles using alternate feet To build confidence in physical movement To hold balances— straight, star, tucked, straddle and pike To perform different rolls To move whilst picking up, controlling and releasing an object To throw objects toward a target</p>	-	<p>Social Development— Building relationships Discuss and learn how to share and take turns (if appropriate) Talk about how Learn how to cooperate with others and work as a team Learn how to listen to peers as well as staff Talk about how to respect other people's wishes and feelings Learn ways of initiating play and inviting others to join Learn how to ask to play Discover how to compromise with others Discuss how to be kind to others and how to support one another</p> <p>Emotional Development Identify emotions Discuss how different emotions make us feel Discuss how we display different emotions Encouragement to express feelings especially if hurt or upset Learn ways we can calm ourselves down e.g. stopping and taking a few breaths Give some emotions an association with a colour Identify emotions in someone else Know what to do if someone is upset or angry</p>
Intent	Develop investigative skills	Explore Mini Mash and build listening and attention skills	Begin developing a simple concept of the past	-	Develop explorative skills, drawing skills and have an awareness of some key artists	Learn to use simple tools to make and adapt materials Know how to join materials	Enjoy, create and move to music. Perform well known songs and rhymes.	Move in different ways and negotiate space successfully	-	Build positive relationships with peers and staff Learn how to identify and self-regulate own emotions



Reception - Autumn 1 MTP (Prime Areas)

Subject	Communication and Language	PSE Development	Physical Development Gross motor	Physical Development Fine motor
Subject content and skills to cover	<p>Communication and Language work is woven throughout the curriculum and daily practice. Contact and skills coverage is child dependent and therefore varies dependent on the child's current level of development.</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. <input type="checkbox"/> Make comments about what they have heard and ask questions to clarify their understanding. <input type="checkbox"/> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <input type="checkbox"/> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <input type="checkbox"/> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Taken from Development Matters (3-4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop their sense of responsibility and membership of a community. <input type="checkbox"/> Know the school routines and rules and why they are important. <p>Taken from Development Matters (4-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> See themselves as a valuable individual. <input type="checkbox"/> Express their feelings and consider the feelings of others. <p>Taken from Statutory Framework/ELG's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build positive relationships with staff and peers. <input type="checkbox"/> Regulate behaviour accordingly. <input type="checkbox"/> Take turns with others. <input type="checkbox"/> Give focused attention to what their peers and the teachers say. <input type="checkbox"/> Develop confidence in trying new activities. <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know how to be a good friend. <input type="checkbox"/> Know what to do if they are feeling worried about something. <input type="checkbox"/> Explain what the behaviour tracker is and the rewards and consequences given in school. <input type="checkbox"/> Explain what is happening now and next on our visual timetable. <input type="checkbox"/> Talk about how to stay safe— stranger danger. <input type="checkbox"/> Follow basic instructions. <input type="checkbox"/> Select and use activities and resources independently. 	<p>Taken from Development Matters (3-4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Remember sequences and movements related to movement (Go Noodle). <input type="checkbox"/> Climb equipment and stairs, using alternative feet. <input type="checkbox"/> Use large movements to wave, paint and make marks. <p>Taken from Development Matters (4-5):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and revise fundamental movements e.g. walking, running, jumping, hopping, skipping, climbing, rolling, crawling. <input type="checkbox"/> Develop the skills needed to manage the school day e.g. lining up, eating with a knife and fork, personal hygiene. <p>Taken from Statutory Framework/ELG's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To be able to move confidently, safely and energetically in different ways. <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PE - YOGA <input type="checkbox"/> Know some yoga poses <input type="checkbox"/> To be able to travel in different ways. <input type="checkbox"/> Return to own space. <input type="checkbox"/> Begin to define space without visible boundaries. <input type="checkbox"/> Move on the spot. <input type="checkbox"/> Remember sequences and movements related to movement (Go Noodle). <input type="checkbox"/> Carry large equipment safely e.g. wooden blocks. 	<p>Taken from Development Matters (3-4):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make marks and use one-handed tools and equipment. <p>Taken from Development Matters (4-5):</p> <p>-</p> <p>Taken from Statutory Framework/ELG's:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore small world activities in class as well as puzzles and other fine motor activities. <input type="checkbox"/> Use small tools such as paint brushes and cutlery effectively. <p>TC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Build finger strength in preparation for writing. <input type="checkbox"/> Develop dexterity in preparation for writing. <input type="checkbox"/> Learn how to make a crocodile snap with your fingers. <input type="checkbox"/> Draw a picture to convey a message. <input type="checkbox"/> Practise using small clips, clasps, zips and buttons. <input type="checkbox"/> Sort small objects such as nuts, bolts, pegs and other loose parts.
Intent	<p>Children feel confident and have quality back and forth interactions with adults and peers. Children are given extensive opportunities to use and embed new vocabulary and language structures.</p>	<p>Identify and self-regulate feelings. Know how to become a good friend.</p>	<p>Explore moving in different ways and learn a variety of yoga poses.</p>	<p>Use small tools and objects accurately in preparation for writing (strength, dexterity, pivots).</p>



Reception - Autumn 1 MTP (Specific Areas)

Subject	Literacy Word Reading and Comprehension	Literacy Writing	Numeracy
Subject content and skills to cover	<p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop phonological awareness to suggest rhymes and count/clap syllables in words. <input type="checkbox"/> Spot initial sounds in words. <input type="checkbox"/> Understand the 5 key concepts of print: print has meaning, can have different purposes, is read from left to right and top to bottom in English, page sequencing and naming the different parts of the book. <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage in role play areas and story telling. <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Talk about books they have read and use some new vocabulary. <input type="checkbox"/> Enjoy singing familiar songs and rhymes. <input type="checkbox"/> Begin to value books and respect them. <p><u>Taken from Read, Write, Inc. Progress Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read some single-letter Set 1 sounds. 	<p><u>Writing lessons are heavily fine motor based during the first term to ensure children are adequately prepared for writing.</u></p> <p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write some or all of their name. <input type="checkbox"/> Write some letters accurately. <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>-</p> <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Draw pictures for others that have meaning. 	<p>In school, we follow the Maths: No Problem programme. The following objectives have been planned for to ensure a deep coverage of number and numerical patterns as well as exposing the children to shape, space and measure.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Matching—matching by function, number, size, colour, orientation. <input type="checkbox"/> Sorting—simple sorting, sorting shapes, identifying sets, finding sorting rules. <input type="checkbox"/> Comparing and ordering—comparing quantities, ordering from shortest to tallest, investigating height, comparing lengths and ordering by time. <input type="checkbox"/> AB patterns—Spotting patterns in the environment, exploring abstract patterns, patterns using 10 objects, finding the repeating unit and exploring non-linear patterns. <input type="checkbox"/> Counting—Rote counting, finding 5, counting concrete objects, counting actions, counting within five frames.
Intent	<p>Develop phonological awareness and be able to explore Grapheme Phoneme Correspondences.</p> <p>Children develop a love of reading and storytelling and are able to talk about familiar books using newly introduced vocabulary.</p>	<p>Develop a sense of purposeful mark making (drawing, writing) and begin to showcase this independently.</p>	<p>Children will develop mathematical language and vocabulary to be able to investigate, explain and reason with mathematical concepts.</p>



Reception - Autumn 1 MTP (Specific Areas)

Subject	Understanding the World	Expressive Art and Design
Subject content and skills to cover	<p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to make sense of their own life story <input type="checkbox"/> Continue to develop positive attitudes about the differences between people <input type="checkbox"/> Use senses in hands on exploration of natural materials <input type="checkbox"/> Explore materials with similar/different properties <input type="checkbox"/> Talk about what they see, using a wide vocab <input type="checkbox"/> Explore how things work <p><u>Taken from Development Matters (4-5):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to make sense of their own life story and family's history. <input type="checkbox"/> Talk about members of immediate family <input type="checkbox"/> Name and describe people who are familiar to them <input type="checkbox"/> Explore the natural world around them <input type="checkbox"/> Describe what they see, hear and feel whilst outside <input type="checkbox"/> Understand the effect of changing seasons on the natural world around them <p><u>Taken from Statutory Framework/ELG's:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand some important processes and changes in the natural world inc. seasonal change and changing states of matter <p><u>TC:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Become familiar with the school routine/visual timetable and talk about different parts of the day e.g. morning and afternoon. 	<p><u>Taken from Development Matters (3-4):</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin to develop complex stories using small world equipment, blocks and construction kits and take part in pretend play <input type="checkbox"/> Explore with different materials freely <input type="checkbox"/> Develop their ideas and then decide which materials to use to express them <input type="checkbox"/> Join materials and explore different textures <input type="checkbox"/> Create closed shapes with continuous lines and begin to use these shapes to represent objects <input type="checkbox"/> Explore colour and colour mixing <input type="checkbox"/> Listen with increased attention to sounds <input type="checkbox"/> Respond to what they have heard, expressing their thoughts and feelings <p><u>Taken from Development Matters (4-5):</u></p> <p>-</p> <p><u>Taken from Statutory Framework/ELG's:</u></p> <p>Sing a range of well-known nursery rhymes</p> <p><u>TC:</u></p> <p>-</p> <p>Colours</p> <p>Language of colour</p> <p>Drawing</p> <p>Using tools</p> <p>Singing</p>
Intent	Please see subject specific intent on the following page.	Please see subject specific intent on the following page.