

Reception-Autumn 1



article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

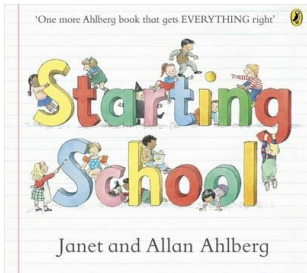
Me and my community

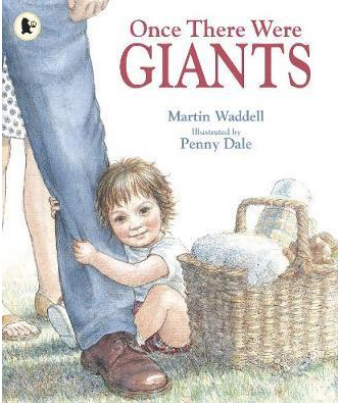
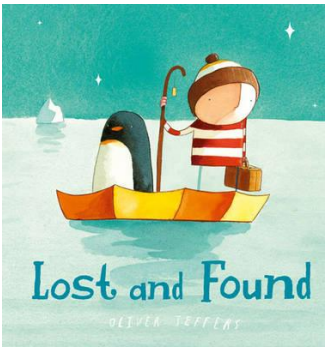
This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique 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

Maths	Number; Numerical patterns
PD	Gross motor skills; 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>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>Things the children could do</p> <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 • 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 	School, community, people, individual, friend, kind, new, experience, rules, boundaries, feelings, expectations.

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. 	Family, friend, special, parent, brother, sister, grandma, granny, grandpa, grandad, auntie, uncle, cousin
3	Let's be Friends	<p>Lost and Found by Oliver Jeffers</p> 	<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. 	Friend, kind, helpful, listen, share, rules, instructions, choice

4	People who help us	People who help us by John Wood 	Skills and knowledge to develop: <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
5	Innovate and Express - Helping Bear	Helping Bear (Non-Fiction text by Cornerstones)	Provocation: Bear is feeling grumpy. He won't help the other toys to do their everyday jobs. He needs help understanding how to be a good friend and a helpful part of his community. Helping Hands: Make a slide show of the children throughout the project. They might include pictures of the children trying new activities, being helpful or being kind friends. Encourage the children to discuss the activities that they have enjoyed and talk about the new friends they have made. Where appropriate, talk about how the children have developed their behaviour and attitude to learning from the start of term. Encourage the children to talk about the different communities that they belong to, including their family, class, school and wider community. Display copies of the photographs used in the slide show and invite the children to choose a picture of themselves to talk about. Ideas can be recorded on the Helping hands writing frame . Use these pictures and quotes from the children to make a display or class book.	School, community, people, individual, friend, kind, new, experience, rules, boundaries, feelings, expectations. Friend, kind, helpful, listen, share, rules, instructions, choice

Exploring Autumn

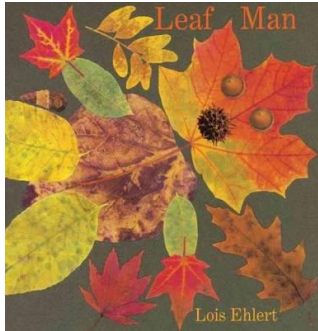
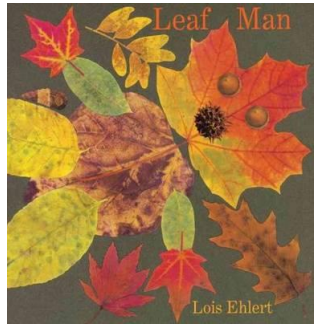
This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.



Development Matters Objectives

Maths	Number; Numerical patterns
PD	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 Leafman books

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
1	Memorable Experience - Woodland Walk	Oliver's Wood by Sue Hendra 	Arrange a woodland walk to look for signs that autumn is coming. Encourage the children to use the Autumn spotting sheet to record what they can see. Put children in pairs and provide each pair with a bag to collect leaves and seeds to take back to school and explore. Provide digital recording equipment for the children to take photographs of any wildlife they see. 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 <ul style="list-style-type: none"> • Stomp through crunchy leaves • Make a footprint trail through dewy grass • Bark rubbing • Spot cobwebs • Collect conkers • Catch falling leaves 	Wood, forest, woodland, animals, weather, autumn, season, wind, rain, sun, hot, cold, climate, leaves, trees, falling, crunchy, crispy, orange, red, brown, dry.

			<ul style="list-style-type: none"> Search for blackberries and other autumn fruits Use software, such as PictureThis, to identify leaves and woodland plants 	
1	Autumn Leaves	<p>Leaf Man by Lois Elhert</p> 	<p>Read the story Leaf Man by Lois Elhert. 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.</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>
2	Innovate and Express - Make a Leaf Man Book	<p>Leaf Man by Lois Elhert</p> 	<p>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.</p> <p>Sharing our work: Invite another class to listen to the Leaf Man stories or share them in an assembly alongside other examples of children's work from the project.</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>

