**Reception pacer – Autumn 1 Topic/Theme: Me and My Family / In the Night Sky**

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|  | **w/b 04.09** |  |  |  |  |  |  |  |
| **Theme** | HOME VISITS THIS WEEK |  |  |  |  |  |  | HALF TERM |
| **Special events** |  | New children starting school | New children starting school |  |  | Story by lantern light  Adults to dress up as Witches & characters from the story | Story by lantern light |  |
| **Key text** |  | In My Family  Sam’s First Day | Owl Babies | Our House | I Looked Through My Window | Room On the Broom  [Reading FunnyBones] | Room On the Broom  {Can’t you sleep little bear} |  |
| **PSED**  **Transition into Reception**  Review of the Golden Rules  Introduction to Reception environment and routines. |  | Introducing Golden Rules and behaviour management system.  Introduce circle time discuss the way we have to behave to make it work.  Circle time ‘Name Games’  I am special because… | Introducing Golden Rules and behaviour management system  Circle time: ‘pass the teddy’ | Golden Rules – We are Gentle  Circle time –  Pass bear around circle to be gentle with  Visit from Parent and Baby | Golden Rules – We Look After Property  Circle time – ‘saying sorry’  ‘How can I keep my classroom tidy?’ | Golden Rules – We Are Kind  Circle time: circle time games, pass the hug/squeeze  /smile  We are all special | Golden Rules – We listen  Circle time: What do you do when you feel scared?’ (being scared of the dark) |  |
| **C&L**  **Listening:**  Listens to stories with attention and recall.  Shows focused attention.  **Understanding**  Listens and responds to two-part instructions.  **Speaking:**  Links statements and sticks to a main theme or intention when speaking |  | Naming, describing and talking about people in our family-how each family structure is different.  The Family Book by Todd Parr  **Speaking:** Talk/describe themselves- why are we unique and special in the way we look and the way we are. | Naming, describing and talking about people in our family  **Speaking:** Talking and drawing about themselves. What do you like doing at school? | **Listening** games – describe and identify the sound  **Understanding:** Encouraging children to follow classroom routines independently including two part instructions. | **Speaking:** Describing the animals using descriptive language ‘big, white bear’  Introduce ground rules for T/P/S. What did you see through your window? | **Listening:** exploring rhyming strings  **Speaking:** What did it feel like to be in the cave?  What did you see in the night sky?  Was it scary? | **Listening:** Looking for patterns in the story (repetitive language)  Joining in retelling  **Speaking:** Encouraging children to speak in **full sentences and develop more complex sentences ‘and’ ‘because’** |  |
| **PD**  **Health and Self-Care:**  Stays clean and dry during the day.  Uses a tripod grip to hold a pen and use it with control |  | Physical skills observational assessments –  Independence skills  Self-help skills in the dining room  Fine motor – pencil control assessments | Physical skills observational assessments –  Independence skills  Self-help skills in the dining room  Fine motor – pencil control assessments | Gummed paper shapes – making mobile and pictures using hole punches, treasury tags  Introducing and using different types of construction materials – large and small | Making lego beds for the animals – how many animals can fit? | Outdoor: stilts, climbing, balancing  Assessments:  Gross motor | Rolling paper wands  Taping sticks together to make broomsticks |  |
| **Literacy**  **Reading:**  Hears and says the initial sounds in words.  Links sounds to letters, naming and sounding the letters of the alphabet.  Recognise and read 7 High Frequency words.  **Pink 1 books**  **Writing:**  Forms recognisable letters. |  | Drawing a picture of our family and name writing | Reading big book of Owl Babies, using props to support | Name writing and drawing samples | Introducing our Green writing books | Children make Little books – through my window ‘I can see…’  Making a class spell book – each child writes a spell and puts it in a class book | Making a class spell book – each child writes a spell and puts it in a class book |  |
| **Maths** |  | Introducing our Maths area and resources | Talk about height comparatively with friends/as a class. Introduce use of sentences to describe  Relate to key text | Pattern and shape  Recognise, create and describe patterns | Ordering sizes with cards and boxes  Uses everyday language to compare size  Create different shape and sized windows | Making 3D lanterns of different sizes – comparing size  Uses everyday language to compare length  (long, short  longer, shorter  longest, shortest  too long, too short  same length) | Uses everyday language to compare weight  (heavier/lighter) and size (bigger/smaller) encourage children to speak in full sentences when comparing. |  |
| **The world** |  | Know what makes them unique / similarities/differences relating to family and friends – mirrors to look at features  The Family Book by Todd Parr | Know what makes them unique / similarities/differences relating to family and friends – mirrors to look at features  It’s Ok to Be Different – by Todd Parr | Talk about people in our family.  Drawing, painting and collaging self-portraits  Family Celebrations and special events | Discuss Autumnal changes  Range of natural objects- leaves/ conkers etc for children to make observations | Discussing comparison between day and night. | Non-Fiction -Day and night animals – owls, foxes, hedgehogs  Nocturnal animals |  |
| **Art & Design** |  | Drawing a portrait of our family  Familiar rhymes and songs | Drawing a portrait of our family  Making nests for the owls – DT  Song – There’s an Owl at the bottom of the garden | Drawing, painting and collaging self-portraits  Finger family song | Colour mixing – mixing primary colours with our hands  Song: I looked through my window | Making witches hats  Song: Room on the Broom Song | Dramatising the story with animal masks  Song: Room on the Broom Song |  |