

# Reception - Autumn 1 – All About Me

## Family Participation:

Tapestry  
Family photographs  
All about me box  
Reading books  
Favourite book from home

## Trips/Activities/Enrichment Ideas:

Autumn walk  
Fruit kebabs/cookery

## Communication and Language

### Listening, attention and understanding:

- Through conversations, storytelling, role play and singing, children develop their concentration and listening skills.

### Speaking:

- Children talk about themselves, their families, their likes and dislikes and about experiences that are familiar to them.
- They establish some talk routines as part of the day, such as, 'Good morning/Good afternoon/How are you today?'

## Personal, Social and Emotional Development

### Self-Regulation:

- Introduction to feelings and behaviour (PATHs).

### Managing Self:

- Boundaries and behaviour expectations within the class.
- Development of basic hygiene and personal needs such as dressing/changing and going to the toilet.
- Healthy food choices.

### Building Relationships:

- Children are supported to form positive relationships with other children and adults.

## Physical Development

### Gross motor skills:

- Negotiating space safely and developing an awareness of others.
- Travel – experimenting with different ways and levels of moving.
- Jumping and landing safely.
- Exploring body shapes.
- Changing for PE/into suitable clothing for continuous provision.

### Fine motor skills:

- Dough disco.
- Cutting, sticking, use of pencils and paintbrushes.
- Creating 'All about me' paper doll.

## PATHS:

- We have two PATHs sessions each week which introduce the characters Twigg the Turtle, Daphne the Duck, Duke the Dog and Henrietta the Hedgehog.
- They teach us to recognise our emotions, name them, and understand that it is ok to feel these emotions and how to deal with them.
- They also introduce the giving and receiving of compliments. This helps when we give compliments to our Star of the Week.

## Literacy

**Comprehension:** • Sharing a range of texts to promote an interest in books, including children's favourite books from home. • Listening to stories with attention and recall.

### Word Reading:

- Introduction of initial sounds (phonemes), oral blending, CVC words.

### Word Writing:

- Dominant hand, grip.
- Mark making, giving meaning to marks (graphemes).
- Labelling.
- Initial sounds, CVC words, name writing.

## All About Me



## Mathematics

- Exploring provision, positional language.
- Language related to daily routine, (time, morning, afternoon, evening), days of the week.

### Number:

- Introduction of numberblocks.
- Counting songs.
- How old are you?
- Birthdays.

### Numerical Patterns:

- Matching items.
- Sorting according to colour/size/shape/type.
- Creating simple patterns.
- Comparing amounts.

## Understanding the World

**Past and Present:** • Children comment on photos of their family. • Talk about what they do with their family and the places they have visited. • Draw similarities and make comparisons with other families.

**People, Culture and Communities:** • Explore the classroom and describe the immediate environment.

**The Natural World:** • Navigate around the outdoor areas.

- Describe what they see, hear and feel outside.

## Expressive Arts and Design

### Creating with Materials:

- Create self-portraits, masks.
- Select and use resources to create pictures and construct models.

### Being Imaginative and Expressive:

- Explore and engage in the home corner.
- Develop storylines in pretend play.
- Use resources available for props.
- Join in with singing songs.

## Key Texts:

Kipper's Toybox (Mick Inkpen)  
The Paper Dolls (Julia Donaldson)  
Shy Little Lion (Gemma Cary)  
Supertato Run, Veggies, Run! (Sue Hendra and Paul Linnet)  
Monty the Manatee (Natalie Pritchard)  
A Squash and a Squeeze (Julia Donaldson)  
The Hide-and-Scare Bear (Ivan Bates)

