

# Half term plan Reception 1<sup>st</sup> Autumn 2025

## Characteristics of effective learning

Playing and exploring- Engagement	Active learning- Motivation	Creative thinking- Critical thinking
<b><u>We are learning to:</u></b> Select resources & activities independently & be keen to have a go	<b><u>We are learning to:</u></b> To work with a plan in mind and to see activities through to completion Use language such as :“ I am making.....” ; “I am trying.....” or “my plan is...”	<b><u>We are learning to:</u></b> Follow support to solve problems

## Prime areas

PSED	Communication	Physical
<b><u>We are learning to:</u></b> <u>Self Regulation</u> -Communicate freely (needs, wants, likes dislikes) -Develop confidence to talk about myself within a small group (Discussing likes/ dislikes, what is happening...) -Develop an awareness of own feelings <u>Building relationships</u> -Play within a group and elaborate on play ideas. -Initiate play & offer cues for others to join in -Respond to what others are saying or doing <u>Managing Self</u> -leave parents with support (mainly new children) -Recognise and follow new class routines and expectations -Take turns & share (with some support) Autumn term SCALF: All about me, What makes me special?, Me and my special people, Who can help me?, My feelings	<b><u>We are learning to:</u></b> <u>Listening &amp; Attention Understanding</u> -Develop awareness of good listening (looking, 1 at a time) -Understand the use of prepositional language (on, in, under, behind and next to) <u>Speaking</u> -Extend our sentences by using <b>and &amp; because</b> -Use talk to connect ideas, explain what is happening, anticipate , recall & relive experiences <u>Rainbow semantics</u> -introducing who, what, where, when and how words and visuals to support understanding <u>Talking groups</u> -targeted group support to develop or extend vocabulary, social communication and story telling	<b><u>We are learning to:</u></b> <u>Health &amp; Self-care</u> -Develop our independence with toileting, hand washing, accessing a drink, changing for PE etc... <u>Fine Motor and Gross Motor</u> -Develop an awareness of space, and be able to adjust & negotiate speed and direction ( resources: ribbons, scarves, parachutes, bike, PE, outside space) -Develop coordination with 1 handed tools or taking part in activities involving 1 hand: <ul style="list-style-type: none"> <li>• Holding writing tools correctly</li> <li>• Scissors</li> <li>• Pouring, tipping, mixing</li> <li>• Woodwork-hammer and nails.</li> <li>• Therapy putty</li> <li>• Tweezers</li> </ul>

## Specific Areas

Maths	Literacy	Understanding World	Expressive arts
<b>White Rose</b> <u>Numbers &amp; place Value</u> -Matching and sorting -Comparing amounts -Subitising to 3 <u>Shape, space &amp; Measure</u> -Exploring pattern -2d shapes <u>Digging deeper:</u> Guess my rule, which is the odd one out <b>Mastering Number</b> -Explore the composition of numbers within 5. -Begin to compare sets of objects and use the language of comparison. <b>Activities:</b> Matching objects Sorting buttons, bears etc Comparing amounts on 5 frame Feely bag- which is larger, which is smaller Patterns	<b><u>We are learning to:</u></b> <b>Twinkle Phonics: Level 2</b> <u>Reading</u> -Link sounds and actions to letters of the alphabet -Handle books with care -Show enjoyment in rhyming books -Recognise our own name -Practice oral blending -Segment the sounds in simple words & blend them together & know which letters represent some of them <u>Writing</u> -Give meaning to the marks I make as I draw, write & paint -Continue a rhyming a string -Practice oral segmenting + segmenting for spelling <b>Power of Book: A great big cuddle: poems for the very young, So Much</b>	<b><u>We are learning to:</u></b> <u>Past and Present</u> -Talk about members of family and community -Name and describe people that are important to them <b>- people from the past Mary Seacole</b> <u>Natural World</u> -Name features of my body and develop an awareness of our senses -Talk about observations -Comment on ideas & ask questions <b>Activities:</b> Drawing our family Ourselves masks What's inside our body? How do we look after it?	<b><u>We are learning to:</u></b> <u>Creating with materials</u> -Explore & name colour -Join construction pieces together to build & balance -try different creative activities <u>Being Imaginative and Expressive(house role play)</u> -Notice what adults do, imitating what is observed & do it spontaneously when adult is not there -Engage in imaginative play based on own 1 <sup>st</sup> hand experience -Join in with familiar songs. -Tap out simple repeated rhythms.