

Half term plan Reception 1st Autumn 2026

Characteristics of effective learning

Playing and exploring- Engagement	Active learning- Motivation	Creative thinking- Critical thinking
We are learning to: Select resources & activities independently & be keen to have a go	We are learning to: 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...”	We are learning to: Follow support to solve problems

Prime areas

PSED	Communication	Physical
We are learning to: <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	We are learning to: <u>Listening & 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 and & because -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	We are learning to: <u>Health & Self-care</u> -Develop our independence with toileting, hand washing, accessing a drink, changing for PE etc... - Know and talk about different factors that support their health and well being <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: • Holding writing tools correctly • Scissors • Pouring, tipping, mixing • Woodwork-hammer and nails. • Therapy putty • Tweezers

Specific Areas

Maths	Literacy	Understanding World	Expressive arts
White Rose <u>Numbers & place Value</u> -Matching and sorting -Comparing amounts -Subitising to 3 <u>Shape, space & Measure</u> -Exploring pattern -2d shapes <u>Digging deeper:</u> Guess my rule, which is the odd one out Mastering Number -Explore the composition of numbers within 5. -Begin to compare sets of objects and use the language of comparison. Activities: Matching objects Sorting buttons, bears etc Comparing amounts on 5 frame Feely bag- which is larger, which is smaller Patterns	We are learning to: Twinkle Phonics: Level 2 <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 Power of Reading Book: A great big cuddle: poems for the very young, So Much	We are learning to: <u>Past and Present</u> -Talk about members of family and community -Name and describe people that are important to them - people from the past Mary Seacole <u>Natural World</u> -Name features of my body and develop an awareness of our senses -Talk about observations -Comment on ideas & ask questions Activities: Drawing our family Ourselves masks What's inside our body? How do we look after it?	We are learning to: <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 st hand experience -Join in with familiar songs. -Tap out simple repeated rhythms.