**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 FamilySam’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 RulesIntroduction 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 systemCircle time: ‘pass the teddy’ | Golden Rules – We are GentleCircle time – Pass bear around circle to be gentle withVisit from Parent and Baby | Golden Rules – We Look After PropertyCircle time – ‘saying sorry’‘How can I keep my classroom tidy?’ |  Golden Rules – We Are KindCircle time: circle time games, pass the hug/squeeze/smileWe are all special | Golden Rules – We listenCircle 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 skillsSelf-help skills in the dining roomFine motor – pencil control assessments  |  Physical skills observational assessments – Independence skillsSelf-help skills in the dining roomFine 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, balancingAssessments:Gross motor | Rolling paper wandsTaping 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 describeRelate to key text | Pattern and shapeRecognise, create and describe patterns | Ordering sizes with cards and boxesUses everyday language to compare sizeCreate different shape and sized windows | Making 3D lanterns of different sizes – comparing sizeUses everyday language to compare length(long, shortlonger, shorterlongest, shortesttoo long, too shortsame 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 featuresThe Family Book by Todd Parr | Know what makes them unique / similarities/differences relating to family and friends – mirrors to look at featuresIt’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, hedgehogsNocturnal animals |  |
| **Art & Design** |  | Drawing a portrait of our familyFamiliar rhymes and songs | Drawing a portrait of our familyMaking nests for the owls – DTSong – There’s an Owl at the bottom of the garden | Drawing, painting and collaging self-portraitsFinger family song | Colour mixing – mixing primary colours with our handsSong: I looked through my window | Making witches hatsSong: Room on the Broom Song | Dramatising the story with animal masksSong: Room on the Broom Song |  |