

<p>Wow Words Belong, family, kindness, share, listen,</p>					
<p>Week 1 & 2 - Induction weeks</p> <ul style="list-style-type: none"> Find my peg and my drawer by recognising my name Learn the names of my teachers and friends Explore both the indoor and outdoor classroom provision Listen to some stories about starting school Draw or paint a self portrait Draw and label a picture of myself Have a go at writing my name and or mark making Take part in new routines such as the register and storytime 		<p>Week 3 - All about us (our class and school community)</p> <ul style="list-style-type: none"> Establish our class 'Golden Rules' together and learn about Mr Buckley's Golden Book Go for a tour around our wider school environment (visiting the pond area, pitches, field, hall, computer suite and library) Share the story 'Our Class is a Family' and talk about belonging Compare what we do at home to what we do in school considering similarities and differences Take part in a circle time, taking turns to hold the 'talk teddy' to find what similar interests we might share Play team building games using each other's names Take a class family picture to mark the start of our school journey together Make a model or draw a picture for a new friend in the class Count together to find out how many children are in our class Learn about our visual time table and discuss our school routines (Snack and Chat, how to line up, how to be a brilliant listener) Learn some songs together as a class and take part in a wake and shake each day 			
<p>Communication and language</p> <ul style="list-style-type: none"> Answer and ask questions Listen attentively to what they hear Take part in Book Talk/Poetry talk Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Take part in Think, pair, share/talk partner discussions Use role-play areas and small world (both indoor and outdoor) independently Join in with songs and rhymes Talk about themselves and their families Explain their own creations/drawings/writing Talk about what happened/might happen next in a story Use phrases from a well-known story Learn and use new vocabulary through the day Take part in Big Book reading sessions Take part in snack and chat with peers Express opinion - likes and dislikes 		<p>Reception planning Term 1 All about me</p> 		<p>PSED</p> <ul style="list-style-type: none"> Express needs and feelings and accept the needs of others Express their ideas and feelings Select and use activities and resources independently To play with one or more other children, extending and elaborating play ideas Share resources both indoor and outdoor Take turns Understand expectations and follow golden rules Participate in Circle Time opportunities Take part in snack time discussions and use manners Show resilience when trying new activities Show perseverance when something is hard Show sensitivity to the feelings of others Understand and explore our 5 senses Welcome visitors into the classroom 	<p>PD</p> <ul style="list-style-type: none"> Access funky finger activities in provision Use balance bikes and big resources in the outdoor area Use equipment and navigate space safely Begin to form recognisable letters Hold a pencil in the tripod grip Use a range of small tools to manipulate materials to create a desired effect Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Move in a variety of ways such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing Begin to develop my own body strength, co-ordination and balance
<p>Week 4 - All about me</p> <ul style="list-style-type: none"> Share and learn to retell the story - 'It's a George thing!' Explore the meaning of the word 'unique'. Children to share 'I am good at...!' (to be discussed verbally through circle times and through drawings) Name recognition and name writing Select from a range of resources when decorating the initial to my first name Use resources/ objects to represent my age Listen for the initial sound in my name and create alliteration names (eg Super Sam, Marvellous Mary) Find my birthday on the class birthday calendar - can I remember the month I was born? Learn and join in with the song 'I am Special' 		<p>Week 5 - All about my family</p> <ul style="list-style-type: none"> Talk about families and people who are important to us. Create a list about what a family is- Kind, loving etc. Learn all about different families Read the story 'Stick Man' and create own stick families using different sized sticks. Count and compare the number of people in families - are there more or less people? Create and label a family tree. Draw and label a picture of my family. Create a family of paper dolls. Listen to the story 'We are family' Learn and join in with the rhyme 'We are family' 			
<p>Week 6 - Me and my environment</p> <ul style="list-style-type: none"> Where do you live? Find out the name of your road and the number of your house. Talk about how you get to school. Look at simple maps of the local area to see where school, my house, shops, library are Draw our own maps of where we have walked together. Learn about the seasons - weather and nature. Observe and comment upon the changes around us as Autumn begins. What creatures/plants & people are there in our school environment? Listen to stories/poems about the weather and the seasons e.g. 'Little Cloud' by Anne Booth, 'Rhythm of the rain' by Grahame Baker Smith 'Out and about' by Shirley Hughes Go on a shape spot around school and the wider environment - what different shapes of windows/sizes of buildings can we see? Look at photos of the local area. What are these places? Who uses them? Who works there? Can we spot these places when we go on a local walk? Look at local road signs - on our walk to school - and find out what they mean. Talk about the journey of a letter. Where is the post office? Who works there and what do they do? Make our own cards/messages to home and send them in the post. 					

- Draw, write and make models of what we know and what we have learnt about the local area.