**Understanding the World (past and present, people, culture and communities, the natural world)**

* My home and homes far away
* Simple maps
* Similarities and differences in family life in our community and across the world
* Celebrating diversity
* Kenyan village life
* Weather, Autumn and seasonal change
* Role play and small world activities
* Introduction to Google Maps.
* RE- I am special (diversity) Harvest (Sukkot- Jewish Harvest)
* ICT – Effective use of iPads and IWB and remote-control cars
* Nursery rhymes- Wee Willie Winkie (runs through a town) and The Grand Old Duke of York (countryside)

**Mathematics (numbers, numerical patterns)**

* Number Songs and Rhymes
* Routines -Visual timetable, counting principles, numbers all around us
* Matching and Sorting- Same/different, colour, size, shape
* Comparing Amounts- Equals symbol, equal, more than, fewer than, one more, one less
* Compare size, mass and capacity- large/small, big/little, short/tall, tallest/shortest
* Introduce 1 and 0- Equal/not equal, circle, 1p
* Mastering Number

**Literacy (reading, writing)**

* Stories and non-fiction texts from around the world (Three Little Pigs, Little Red Riding Hood, The Gingerbread Man, Tiddalik- The Greedy Frog, Handa’s Surprise. Handa’s Hen).
* Focus authors e.g Eileen Browne
* Focus on where traditional stories originated
* Autumn poems
* Guided reading sessions
* Guided and supported writing sessions- introducing FANTASTICS writing lenses.
* Phase 2 Letters and Sounds (Phonics)
* Writing opportunities through role play

**Listening, Attention and Understanding, Speaking**

* Describe events and retell stories
* Developing speaking and listening skills at circle times and with talk partners. Understand why listening is important
* Listening and talk about ourselves, our families and aspects of family life in different cultures, familiar stories.
* Begin to ask questions to find out more/ begin to articulate their ideas in full sentences.
* Begin to connect ideas or actions using connectives- (because, although, but)
* Understanding, answering and asking appropriate questions
* Vocabulary development and word collecting linked to stories and themes.

**Personal, Social and Emotional Development (Self-regulation, managing self, building relationships)**

* Developing circle time and carpet time rules
* New beginnings
* Belonging
* Understanding rules and routines
* Sharing and taking turns
* Think Equal- feelings
* Values- Thankfulness and Love
* Spirituality

**Expressive Arts and Design (creating with materials, being imaginative and expressive)**

* Music Express- Stories and sounds (Structure)
* Dance - The UK/Weather
* Colour mixing, creating shades and textures.
* Print and pattern making with paint (African sunsets, necklaces, Safari animal prints and Aboriginal painting)
* Drip, splatter and blow painting.
* Investigating painting tools- brushes, sticks, fingers, combs, rollers, knives.
* Role play and small world activities.
* Nursery rhymes
* Imaginative play

**Physical Development (Gross and Fine motor Skills)**

* Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. E.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
* Gross motor-Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
* PE- Stretching shapes (Gym)

**Topic: Traditional Tales from around the World**

**Autumn 1 2024 Reception**

**Role Play**

* Brick house (Three Little Pigs)
* Grandma’s Cottage (Little Red Riding Hood and The Ginger Bread man)
* A Kenyan market stall