

• **Prime Area- Personal, Social and Emotional**

- Provide very simple and clear expectations of behaviour.
- Focus on self help skills: hanging up coats, putting on coats changing shoes.
- Continue to support children making independent choices and using equipment appropriately.

Continue to encourage children to use language to initiate and extend play through adult modelling and open ended resources

Specific Area, Maths

- Sort children in different ways, eg boys / girls, colour of hair. Count and compare groups.
- Opportunities for counting in cooking activities
- making paper people with different sized zig zag legs.
- Vegetable Pizza Game. (counting out from a larger group).
- Counting actions.
- Daily counting activities
- Opportunities to record numbers in role play area eprice list, bills, Measure heights using large plastic bricks
- Order heights of groups of children

Specific Area, Understanding of the world

- Use self portraits as starting point for talking about similarities and differences between children.
- Use circle time activities to discuss children's interests and preferences.
- Explore our 5 senses, through practical activities.
- Link healthy eating to fruit and vegetables - make observations of shape, colour, and texture.

Provide resources for children to make and record observations in the outdoor environment

Prime Area, Physical Development

Talk about sharing fruit at snack time, keeping healthy.

Focus on a range of healthy snacks during weekly cooking sessions.

Use Café Role Play to introduce ideas about healthy eating.

Use Stories - 'I don't want to go to sleep/ have a bath' to discuss the importance of sleep and hygiene.

Make posters about hand washing for toilets.

Make meal collages.

During PE help children to recognise the signs of exercise

Reception Autumn Term 2017
How do I use my 5 senses?
WOW Factor- Animal Story- Perfect Pets

• **Specific Area, Literacy**

- Share stories about families
- Answer simple questions about stories.
- Sequence story using picture cues.
- Retell stories using the pictures/props.
- Range of non fiction books related to topic
- Make class non fiction book
- Provide cardboard signs for children to write their own signs for role play outside
- Begin to write recognisable letters to represent words especially in role play (café).

Opportunities for emergent writing in meaningful contexts (role play, DT area).

Add sound books and simple cvc words/ pictures to reinforce phonic learning.

Ensure alphabet chart is in all areas.

Prime Area, Communication, Language and Literacy

To model and extend vocabulary relating to topic,

Questioning vocabulary, eg what might happen, what do you think, why, tell me. (Understanding the world)

Asking and answering questions (linked to K&U)

Set up problem solving activities in water area to provide opportunities for children to give explanations and answer how or why questions.

Introduce non fiction books related to topic.

Make simple books about themselves.

Set up Role Play - café. Regularly add / change resources to maintain interest.

Set up investigation area and water area to promote children's use of language to connect ideas, encourage questioning and promote explanations.

Provide props and pictures to support retelling of stories.

Specific Area, Expressive art and design

- Self portraits using charcoal and black felt tips. Children to decide size and shape of paper. Use mirrors to encourage children to carefully look at features.
- Create collage using different textures Encourage children to think about the choices they make and to talk about the materials they select.
- Explore using instruments in different ways. Matching movements to instruments.
- Set up role play area as a doctors surgery - see separate planning.
- Set up and resource creative area so children can explore representing their ideas using different media.