Environment/Resources

- Kitchen role play area Monster milkshake cafe
- Mirrors to look at reflections
- Writing opportunities through out continuous provision.
- Labels and topic vocabulary language rich
- Listening and responsive adults
- Use of outdoors daily to support all areas of learning
- Colour monster party

Assessment/Observations

- BASELINE ASSESSMENTS
- Narrative observations and discussion with parents and children
- Provide appropriate support/differentiation
- Parents to share home observations on eyLog

Visits/Visitors

- Seasonal walks
- Park visit physical development

Parents

- Weekly reading sessions
- Stay and play workshare
- Information sessions eylpg, reading/phonics

Displays

- Key Person Group Display Class rules and visual timetable
- Create KPG display board woodland animals
- Colour display
- Artist corridor display (colour monster)

Communication and Language

- Small KPG activities daily for children to build confidence in communicating with others
- Explore new vocabulary used to describe colours - shades, light/dark. Introduce new colours - indigo, violet, turquoise. Describe colours in different ways.
- Go on a colour walk/hunt cardboard tube for telescope.
- How are colours similar/different?

Vocabulary

 Colours, rainbow, mix, light, dark, shade, bright, dull, colour names - red, orange, yellow, green, blue, purple, pink, white, black, brown, colour wheel, primary, secondary,

Physical Development

- Weekly PE sessions lead by Mr Wilcox (sports coach)
- Fine motor skills coloured playdough, sorting small coloured objects using tweezers.
- Colour/mood monsters move like the different monsters reflecting their feelings.
- Throw bean bags into the correct colour hoops.
- Draw a large rainbow outdoors. Children to colour the different sections with dabs of coloured paint.
- Healthy eating look at and taste different coloured fruit/veg. Make a fruit rainbow salad.

Personal, Social and Emotional

- Building relationships with new adults and friends
- Getting to know new classroom and resources how to look after resources an tidy classroom
- Class routines, rule and reward systems (heroes and house points)
- Colour monsters story colours linking to emotions. Look at faces to see emotions. Children show different faces e.g. happy, sad, angry etc. Talk about the different emotions.
- Create their own mood monster to show how they are feeling, talk about how they feel
- Share their favourite colour describe it and say what they like about it.
- Create a colour display take a photo of each child holding an object of their favourite colour. Add sentence to say why they like the colour. And how it makes them feel.
- Zones of Regulation Inside out

Literacy

- Follow Read Write Inc Phonics Planning
- Write letters/phonemes in wax crayon colour over with water colours - read the letter/phoneme
- Record letters/phonemes in different colours.
- Rainbow name writing/handwriting patterns.

Reading

- The Colour monster
- Use of core books
- Topic books in reading area
- Explore non-fiction texts



Colours of the Rainbow Autumn 1

Mathematics

- Follow White Rose Hub Maths Planning
 - 'Getting to know you' (3 weeks)
 - 'Just like me' (3 weeks)
- Number rhymes and songs
- Create a pictogram of favourite colours, compare which has more/fewer.
- Create coloured patterns children to copy, continue repeating patterns.
- Sorting objects by colour.
- Weighing coloured blocks/weight with balance scales

Understanding the World

- How are rainbows formed?
- Colour walk/hunt discuss colours of the natural world.
- Animal colours and camouflage discuss how some animals change colour, why would an animal need to change colour?
- Colours you would see in the season of the year.

Into The Woods

- Exploring area safely fire pit
- Exploring seasonal change Autumn
- Harvest



Expressive Arts and Design

- Recognising and names colours of the rainbow
- Experiment mixing colours to create new ones/shades
- Chameleon character mix colours to paint the chameleon so they can hide.
- Artist Jaxon Pollock use techniques to create colour monster display
- Damien Hirst painting with dots, use finger painting to recreate artwork.
- Create their own colour monster using a range or resources.
- Link to all about me topic which colours would be used to paint our self portrait?
- Autumn Decorate autumn leaves using a range of material in appropriate colours.

Reception Statements

Communication and Language

- Understand how to listen carefully and why listening is important.
- * Learn new vocabulary.
- Use new vocabulary through the day.
- * Ask questions to find out more and to check they understand what has been said to them.
- * Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- * Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- * Develop social phrases.
- * Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- * Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in theirown words.
- * Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- * Learn rhymes, poems and songs.
- * Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Understanding the World

- * Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- * Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- * Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- * Understand the effect of changing seasons on the natural world around them.

Personal, Social and Emotional Development

- * See themselves as a valuable individual.
- Build constructive and respectful relationships.
- * Express their feelings and consider the feelings of others.
- * Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- * Think about the perspectives of others.
- * Manage their own needs.
- personal hygiene
- * Know and talk about the different factors that support their overall health and wellbeing:
- regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- * Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- * Explore and engage in music making and dance, performing solo or in groups.

Mathematics

- * Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- * Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- * Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 rolling, crawling, walking, jumping, running, hopping,
 skipping, climbing
- F Progress towards a more fluent style of moving, with developing control and grace.
- * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physicaleducation sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:
- pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- * Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- * Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- * Develop the foundations of a handwriting style which is fast, accurate and efficient.
- * Further develop the skills they need to manage the school day successfully:
- lining up and queuing
- mealtimes

Literacy

- * Read individual letters by saying the sounds for them.
- * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- * Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- * Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, afew exception words.
- * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- * Form lower-case and capital letters correctly.
- * Spell words by identifying the sounds and then writing the sound with letter/s.
- * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- * Make comments about what they have heard and ask questions to clarify their understanding.
- * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- * Offer explanations for why things might happen, making use of recently introduced
- * vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- * Talk about the lives of the people around them and their roles in society.
- * Know some similarities and differences between things in the past andnow, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- * Describe their immediate environment using knowledge from observation,
- * discussion, stories, non-fiction texts and maps.
- * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance
- * in the face of challenge.
- * Explain the reasons for rules, know right from wrong and try to behave accordingly.
- * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- * Work and play cooperatively and take turns with others.
- * Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials whenrole playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and
- * their teacher.
- Sing a range of well-known nurseryrhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (whenappropriate) try to move in time with music.

Mathematics

Number

- * Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- * Automatically recall (without reference to rhymes, counting or other aids) number bondsup to 5 (including subtraction facts) and somenumber bonds to 10, including double facts.

Numerical Patterns

- * Verbally count beyond 20, recognising thepattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity isgreater than, less than or the same as the other quantity.
- * Explore and represent patterns within numbers up to 10, including evens and odds,double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- * Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping,dancing, hopping, skipping and climbing.

Fine Motor Skills

- * Hold a pencil effectively in preparation for fluent
- * writing using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- * Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- * Anticipate (where appropriate) key eventsin stories.
- * Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and atleast 10 digraphs.
- Read words consistent with their phonicknowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which arecorrectly formed.
- * Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can beread by others.