



Be all you can be

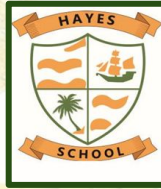
Hayes School

Reception Curriculum Plan: Autumn 2023

The Big Question: What makes you special?



Responsibility Success Aspirations Resilience Discovery Friendship



Be all you can be
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At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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Reception: Autumn 1 2023

Learning Experience
Context and Outcome

The first half term in reception is all about supporting children to feel secure and happy in their new surroundings. A main focus will be given towards supporting children to develop in confidence and self assurance while making new friendships, sharing and taking turns with others. It will equip them with skills to share their own experiences and also learn about the differences of others. Intertwined through the seven areas of learning, this experience will inspire a deep curiosity and enable them, to communicate, play and flourish with others. This in turn will help lay down the fundamental foundations of a lifelong love of learning.



Curriculum Questions

BIG Question: What makes you special?

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical development</u>	<u>Understanding of the World</u>	<u>Expressive arts and design</u>
Who or what is special to you? Who is special to you at home? Does anybody look like you? Do you like the same things as your friends? What makes a good friend?	How do you feel today? Can you think of another word for happy? How do we ask politely? Can you describe your favourite... How can you show you are a good listener?	What tools can you use confidently and safely? Can you ride a bike/scooter? How do we build a den? Can you balance? What movements can you do? Can you write your name? How do we look after ourselves?	What does your home look like? What do you pass on your way to school? What places can you name that are near to the school? What places are special to people in our community?	What is your favourite song/rhyme? Can you act out how the colour monster is feeling? What does the feeling of anger look like if we were to paint it? Can you build/make something you are proud of?



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Prime Area: Communication and Language

This half term, we shall support children to:

- talk in longer sentences of four to six words to help develop their communication, paying attention to irregular tenses and plurals.
- focus on strengthening children's vocabulary within a range of play opportunities and high-quality texts.
- modelling and aiding the children to start conversations, take turns to express a point of view and to debate when they disagree with someone.



Our curiosity cube is a big talking point in our classrooms.



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Prime Area: Personal, Social and Emotional Development

We will support children to develop in:

- responsibility and about becoming member of our school community.
- friendships
- sharing and taking turns.
- expressing their feelings and considering the feelings of others.
- perseverance and resilience





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Prime Area: Physical Development

Throughout our continuous provision and PE sessions the children will get lots of opportunities to:

- develop their balancing, riding and ball skills.
- collaborate through team games and managing large items.
- to use one-handed tools and equipment.
- strengthen their hand muscles to support a comfortable tripod grip with good control when holding pens and pencils.





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Specific area: Literacy

This half term, we will be reading the story 'The Colour Monster' by Anna Llenas. The children will have opportunities to:

- think, draw and write/mark make about what makes them feel calm, happy, sad, worried etc.
- story map a journey for the monster to help him when he gets all mixed up!
- practise writing their names and simple cvc words.
- to mark make and practise their writing skills through wonderful imaginary play and guided sessions.

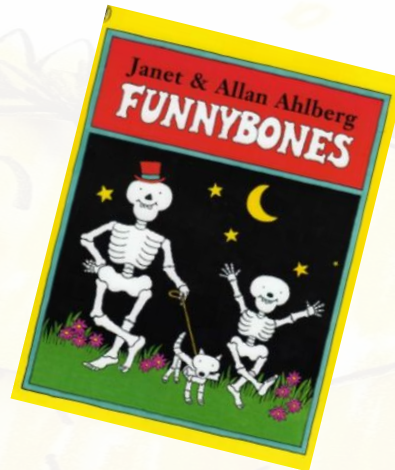
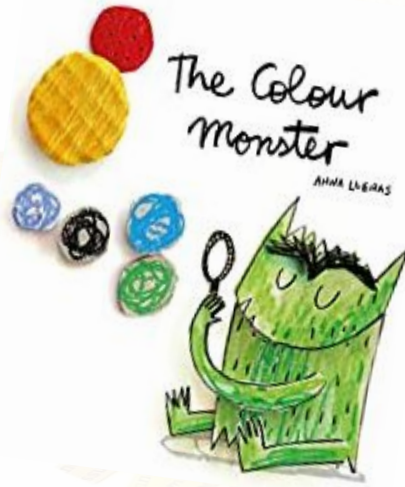


English- Texts

Main text:

The Colour Monster By Anna Llenas

The little colour monster is having a hard time, as his feelings are all jumbled up. He is red, green, yellow, blue and black, all at the same time. It's making him very confused and he doesn't know why. Luckily, help is at hand and the colour monster learns to make sense of his mixed-up emotions by labelling them, which leads to a heart-warming conclusion.

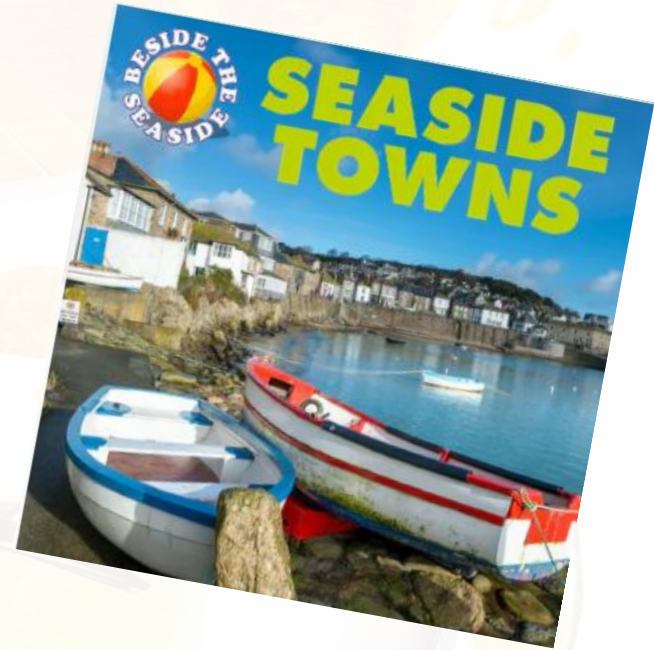
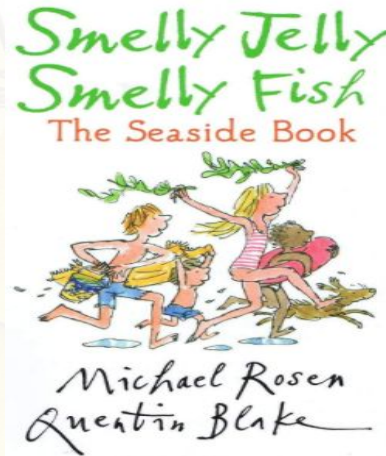
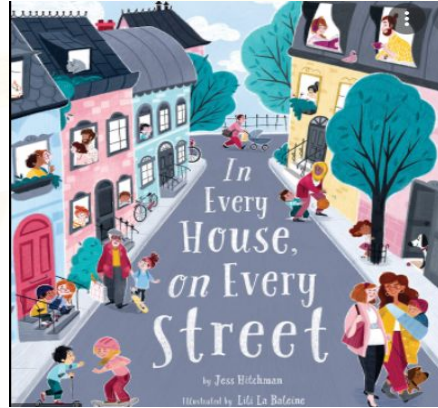
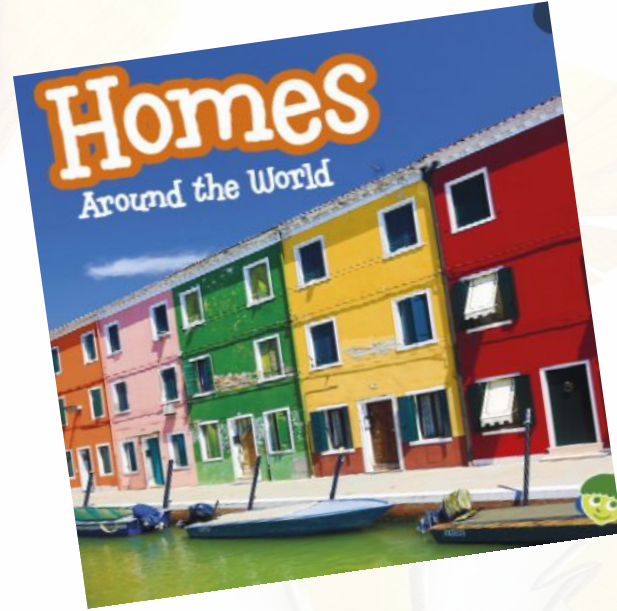


Supporting texts:

FUNNYBONES By Janet and Allan Ahlberg

In the first book of this now classic series, we are taken down the dark, dark street to the dark, dark house and into the dark, dark cellar in which the skeletons live. But during the dark, dark night, the skeletons like to come out to play... in the park, in the zoo and even all the way home, singing songs and scaring each other.

Other supportive texts through the curriculum.



Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.

English - Key vocabulary

Emotions



Emotions	Support your child to use other words to express themselves.
happy	pleased, delighted, cheerful, excited, thrilled
sad	upset, blue, downhearted, gloomy
worried	nervous, agitated, apprehensive, anxious
confused	unsure, mixed up, bewildered, flummoxed
angry	mad, cross, livid, furious, agitated,



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Early Reading

Reading for pleasure and enjoying a wide range of books will be the first step in your child's journey into learning to read.

As your child starts reception, we will assess their phonic knowledge and group them accordingly. As a school, we follow the phonics scheme: Read, Write Inc. Each session incorporates learning speed sounds, word reading and a handwriting session at the end. All letters are introduced through a character and jingle to form the letter.

Ways to support your child in reading:

- Support them to learn all their sounds.
- Segment and blend words during everyday tasks. e.g.: Do up your z-i-p.
- Support your child to be inquisitive about print around them in the environment. What letters can they spot or sound out?
- Listen to them read every day.
- Read to your child out loud everyday (bedtime is a perfect and calming way to end a busy day)





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Here is an example of a ditty your child will bring home. Please support them to learn the speed sounds and segment and blend the green words.

The red words are harder to blend so it is recommended that they learn these by sight if decoding is not possible.

Visit for more information on how to support your child with reading.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Early Reading and Phonics

Ditty 3: a man and a dog

Speed Sounds - read the sounds (not the letter name)

i a m n g p d s t o

Green Words - read these words by blending the sounds together

tin man dog map pot pan and
dig digs

Red Words - read these words but tell your child the word if they get stuck

the

a man and a dog and a map

the dog digs

a pot

a tin

a pan





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Reception: Autumn 1 2023

Specific Area: Maths

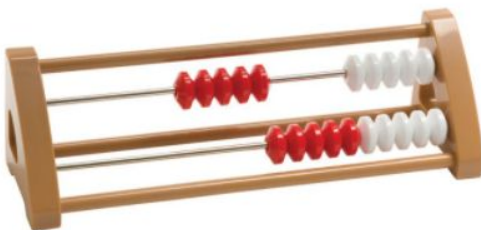
This term the children will experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play. Focus will be given to the following areas:

- Counting practise
- Understanding one more and one less.
- Subitising to 5 (recognising an amount by sight)
- Become secure with number knowledge to 5.
- Make secure links between numerals, amounts and make comparisons through a range of experiences and resources.
- Experimenting with their own marks and numerals to show their findings as they problem solve with numbers up to five+ and measures.

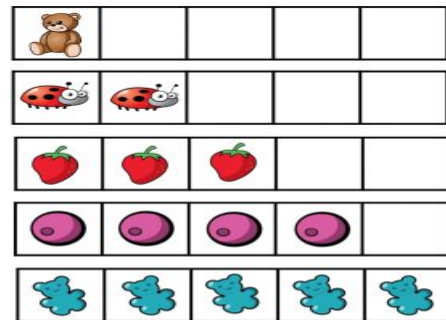


Maths- models and images

Rekenrek



Five Frame



Number line



Part Whole Model



Subitise amounts



Place Value

- Understand the value of numbers up to at least 5.
- Compare and order any numbers to 5.
- Subitise amounts to 5.

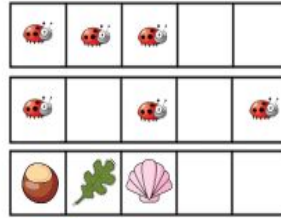
Maths- models and images

Ways to show numbers to 5.

- Conservation of 5.
- Comparing amounts
- Problem solving within 5

Problem solving

Which pictures show 3?



Number blocks



Can you set the table for the 3 bears?





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Specific area: Understanding of the World
Within this area of learning, the children will have opportunities to:

- make sense of their own life-story and who is part of their family and wider circle.
- continue to develop positive attitudes about the differences between people.
- learn about the community around them and name places in their local environment.
- use all their senses in hands on exploration of natural materials.
- draw natural objects especially autumn/harvest produce.
- go on trips/walks around their local environment.
- visits to forest and beach school.





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Specific area: Expressive Arts and Design

Through this area of learning, the children will have opportunities to:

- develop an understanding of lines and shape, we will be promoting more complexity and detail in the children's drawings.
- use a range of materials and resources to represent different emotions.
- explore colour and colour mixing.
- engage in pretend play in the home corner and outdoor areas.
- explore the sounds of instruments.
- sing rhymes and songs to develop rhythm and melody.

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