



Expressive Arts and Design (Reception)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Communication & Language (Reception)

- 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.
- Describe events in some detail
- 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 their own words.
- Use new vocabulary in different contexts.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

Physical Development (Reception)

- 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

Week	Learning Objective	Teaching & Activity	Steps to Success
<p>1</p> <p>'Me - what I look like now'</p>	<p>To create a picture of ourselves for class display</p> <p>To experiment with different tools and playdough mark making and etching their name.</p>	<p>Using mirrors/selfies on Ipad, paint a picture of face for class wall display. Make our faces - chucks, wet sand, play dough, tuff spot</p> <p>Allow the ch to experiment with the playdough and ask them what it feels like. Encourage them to make marks by cutting, rolling and modelling, discovering the different marks and patterns that can be made by using specific tools and general classroom objects. Ask ch to find their name card and ask them to write their name on piece of playdough using pointed tool/object. Make collage of first letter of name.</p>	<ul style="list-style-type: none"> • Correctly naming and identifying facial features & parts of the body • Independently choosing and arranging materials • To handle tools carefully & realise they can be used for a purpose
<p>2</p> <p>'Me - what I look like now'</p>	<p>To change appearance of ourselves by disguising individual photographs.</p>	<p>Look at photo of ourselves. Talk about how we can disguise or change our appearance by adding glasses or changing hair colour etc. Let children change their appearance on photo - play guess who game when finished! Language activity</p>	<ul style="list-style-type: none"> • Can describe ways in which appearance has changed but can still be recognised • Understand hand hygiene is important and contributes to healthy lifestyle and well being.

	<p>To continue to develop an awareness of their own bodies and to describe what they notice through their explorations - hand hygiene</p>	<p>What can we do with our hands? Activities such as threading, hammering, sewing, rolling/twisting playdough, how many cubes can we pick up with our hands? Look at hands through magnifiers - focus on fingerprints. What are they? Discuss. Are all our hands and fingerprints the same size?</p> <p>Activities to include - using paint to make handprints, black ink pads to take finger prints on white paper.</p> <p>Hand hygiene - washing our hands correctly. Use Twinkl Super Soap's Handwashing Story. Sing Twinkle Twinkle song when washing hands, show ch how to wash hands properly, use painted hands to make handwashing posters. Show ch soap works experiment - put pepper in bowl of water and add drop of liquid soap. What happens?</p>	
3	<p>To talk about our present experiences and our favourite pets, toys etc recognising these things make us unique</p> <p>To recognise and name different parts of the body</p>	<p>Talk to the children about themselves. What are their favourite toys? Any similar choices? Draw a picture of their favourite toy - do they think it will always be their favourite or will it change? Talk about other important members of our families such as pets.</p> <p>Sing Head shoulders knees and toes. Play Simple Simon. Draw around 1 child and pin up picture. Pass around magic bag containing parts of the body words on post it notes. Pull them out one at a time and place if next to the correct place on the picture. Draw on features when necessary.</p> <p>Extension - Ch to draw picture of their body and try to label some parts, lay on playground and draw around each other</p>	<ul style="list-style-type: none"> • Know some of the things that make themselves unique and respect the thoughts of others • Make observations/notes of what the children say • Recognise and name features eyes nose mouth ears hands feet ankle wrist elbow leg arm back tummy neck head knee.
4	<p>To arrange stick & organise a selection of different materials to favourite food collage</p>	<p>Talk about our favourite foods and meals - discuss if they are healthy or unhealthy. Look at different colours, shapes & textures of collage materials, discuss using scissors & glue safely. Cut round paper plate and make favourite food collage. Talk about the importance of eating 5 piece of fruit and vegetables each day - link with morning and afternoon snack. Use Twinkl All About Healthy Eating Week PPT, Twinkl sort healthy and unhealthy foods activity. Print pictures of foods to cut/stick healthy/unhealthy. Use plastic food to make different meals - are they healthy or unhealthy?</p>	<ul style="list-style-type: none"> • Collect visual information to help them develop their work

	To compare changes in our present appearance with the past (baby) & compare what we can do now with the past	Read story about babies and toddlers. Remind the children they were all babies once and ask them to bring in a photograph of when they were a baby or toddler. Can we guess who is who? Think about how we have changed? Use photographs for display Extend thinking to discuss whether they still play with the same friends? Same toys? Same clothes? What can the children do now which they couldn't when they were a baby? Ask the children to bring in objects a baby needs for next week. Make class display of items. Look at the selection of toys/clothes/objects the children have brought in. Discuss & make display things we used as a baby/things we need now we are at school. Bring in baby food for the children to look at/taste - why is it soft? Smooth? (link to next week teeth/toothbrushing)	<ul style="list-style-type: none"> Recognising they have changed Can they give reasons for any similarities or differences
5	To understand the importance of brushing our teeth twice a day. Arrange possible visit from school nurse. (teeth talk!) To develop awareness of our bodies identifying features and make a skeleton picture using a wide range of objects/resources	Looking after our teeth - use Twinkl Looking After Our Teeth PPT. Why do we brush our teeth? What food is harmful to our teeth? How many times should we brush our teeth each day? Bring in toothpaste and toothbrush to practise brushing our teeth. Use cut/stick/sequence toothbrushing activity Twinkl. Read Funnybones. Talk about skeletons & how they support our bodies. Show ch 'Bony Bill!' Remind ch teeth are bones and part of our skeleton. Ask ch to make some skeleton pictures. Choose from a variety of options or resources - White paint, straws or chinks on black sugar paper. Chalk skeletons on playground & make Funnybones stick puppets.	<ul style="list-style-type: none"> Recognise importance of looking after teeth and self.
6	To explore clay by pulling, pinching twisting and rolling and expt with feel/touch of clay by adding water etc & make a clay name tile (this will continue into week 7)	Talk about what clay is, where it comes from and how it feels? Create shapes by pulling, twisting and pinching. Expt with the clay using fingers by burrowing, pushing and prodding. Flatten clay and experiment with shapes by pressing in assorted objects. Discuss. Make observation notes of comments made. Use to make clay name tile - paint when dry. Possible press magnetic letters into rolled tile.	<ul style="list-style-type: none"> Mark making with clay and drawing any similarities and differences to working with playdough.
7		AUTUMN THEMED WEEK	