

### Expressive Arts and Design

- Painting self-portraits. (Article 7)
- Joining in with singing and ring games
- Exploring colours and how they can be changed.
- Building stories using imaginative play. (Article 31)
- Making junk models.
- Drawing/painting people who are special to them (Article 5)
- Imitating movement to music.
- Beginning to be creative and use different materials in their artwork. (Article 13)

### Understanding the World

- Looking at how we change - baby, toddler, child. (Article 6, 7, 24, 27)
- Looking at our 5 senses and body parts. (Article 6)
- Looking at signs of autumn, through autumn walks and investigating leaves.
- Using and exploring natural materials.
- Describing special times or events for self, family and friends. (Article 7, 13, 14, 15)
- Knowing how to operate simple equipment- bee bots, CD, computer mouse and keyboard, camera, iPads. (Article 28 and 29)

### Personal, Social and Emotional Development

- Discussing their feelings at different times. (Article 12 and 13)
- Turn taking, sharing and caring in small groups. (Article 12, 13, 15, 24)
- Recognising and following school and classroom routines and boundaries. (Article 1, 3, 6, 19)
- Expressing their needs and opinions.
- Talking about people who are important to them and who help them. (Article 9)
- Developing friendships. (Article 15, 31)
- Lunchtime routines. (Article 24, 31)
- Choosing resources and activities independently

### Literacy

- Talking about our favourite books and stories. (Article 12 and 13)
- Writing labels for their models and pictures. (Article 7)
- Developing pencil control through dough disco.
- Recognising and writing their name. (Article 7)
- Ascribing meanings to marks and writing for a purpose.
- Re telling a story in the correct order.
- Reading and recognising familiar words.
- Daily Read, Write, Inc sessions for teaching letter sounds/letter formation/words - early segmenting and blending.
- Tonies for stories (Article 28 and 29)

## Article 28 - You have the right to a good quality education



### Reception Autumn 1 Super ME



\*child initiated opportunities throughout\*

### Math (Article 28 and 29)

- Using number names in play, ordering numbers and recognising numbers in the environment.
- Singing number rhymes and songs.
- Beginning to represent numbers using fingers and marks.
- Comparing quantities using language 'more' and 'fewer'.
- Measuring ourselves and each other.
- Subitises one, two and three objects (without counting)
- Spatial Awareness
- Responds to and uses language of position and direction
- Predicts, moves and rotates objects to fit the space or create the shape they would like
- Looking at 2D shapes - colours and patterns.
- Sorting and matching objects.
- Looking at more than/less than a given number.
- Ordering and sequencing events- the school day,
- Counting a set of objects accurately

### Communication and Language.

- Developing listening and attention skills. (Article 12)
- Following simple instructions and responding appropriately.
- Talking about our 'Super boxes' (Article 7)
- Asking and answering questions,
- Listening to others in small groups (Article 12)
- Listening and joining in with rhymes and stories
- Learn and use new vocabulary- class resources and areas.

### Physical Development

- Developing gross motor skills by moving in different ways. (Article 3, 23, 24, 28, 29, 31)
- Playing Parachute games (Article 31)
- Developing fine motor skills and finger gym activities. (Article 3, 23, 24, 28, 29, 31)
- Developing control over a range of tools.
- Dressing and undressing independently. (Article 16, 24 and 27)
- Learn about being healthy and healthy eating. (Article 6 and 24)
- Managing own personal hygiene. (Article 24 and 27)
- Developing spatial awareness in the school yard.
- Understanding and talk about simple safety rules. (Article 1, 3, 6, 19, 24, 27, 28, 29, 31)

### British Values

- Sense of belonging - through the use of rules and expectations and the school vision, values and uniform. (Article 1, 7, 8, 12, 14, 15)

### Community Cohesion (Article 1 and 42)

- Invite parents/guardians and governors in to share our 'Super Me' topic.
- Internet website for links and updates
- All about me booklet
- Super boxes and photographs to share between home and Reception.
- Library books.
- All about me booklets
- Tapestry updates