

# Reception Topic web

## Autumn 1 Term



### Prime Area Personal, social and emotional development

- Settling in activities
- See themselves as a valuable individual.
- Being me in my world
- Class Rule Rules and Routines
- Supporting children to build relationships
- Dreams and Goals

### Prime Area Physical development

- Threading, cutting, weaving, playdough, Fine Motor activities.
- Manipulate objects with good fine motor skills
- Draw lines and circles using gross motor movements
- Hold pencil/paint brush beyond whole hand grasp
- Pencil Grip

### Prime Area Communication and Language

- Settling in activities
- Making friends
- Children talking about experiences that are familiar to them
- What are your passions / goals / dreams?
- This is me!
- Rhyming and alliteration
- Familiar Print
- Sharing facts about me!
- All about me!
- Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

### Specific Area Expressive arts and design

- Join in with songs
- Beginning to mix colours
- Join in with role play games and use resources available for props
- Build models using construction equipment.
- Sing call-and-response songs, so that children can echo phrases of songs you sing.
- Self-portraits
- Junk modelling,
- Begin to explaining what they did to make creation.

### Specific Area Understanding the world

- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.
- Can talk about what they do with their family and places they have been with their family.
- Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.
- Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.

### Specific Area Literacy

- Joining in with rhymes and showing an interest in stories with repeated refrains.
- Environment print.
- Having a favourite story/rhyme.
- Understand about print
- Sequencing familiar stories through the use of pictures to tell the story.
- Recognising initial sounds.
- Name writing activities.
- Engage in extended conversations about stories, learning new vocabulary.
- Look at initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.

### Specific Area Maths

- Counting rhymes and songs
- Classifying objects based on one attribute
- Matching equal and unequal sets
- Comparing objects and sets
- Subatising.
- Ordering objects and sets / introduce manipulatives.
- Recognise, describe, copy and extend colour and size patterns
- Count and represent the numbers 1 to 3
- Estimate and check by counting. Recognise numbers in the environment.
- A number a week.