

**St Hugh's Catholic Primary School – Reception Class 2024-2025
Autumn 1 – Half Term Plan**

**R.E. - To know You more clearly
Branch 1 - Creation & Covenant**

<p align="center"><u>Literacy & Phonics</u> Talk Through Stories – Hugless Douglas, Ruby's Worry & Owl Babies. Daily ReadWriteInc phonics sessions. Story times. Shared reading. Nursery Rhyme of the week. Model writing daily.</p>	<p align="center"><u>Mathematics</u> Number rhymes. Introduce Number Blocks. Introduce Numicon. Count & compare groups of objects up to 10. Subitise to 3. Separate a number of objects in different ways. Look at size & weight. Exploring positional language. Talk about daily routines, order of events & names of days.</p>	<p align="center"><u>Communication & Language</u> All about me and my family. Nursery Rhyme of the week. Talk Through Stories – Hugless Douglas, Ruby's Worry & Owl Babies. Charanga. Key worker groups – circle time. Story times. Oracy strategies.</p>	<p align="center"><u>Physical Development</u> Parts of the body. Hygiene – washing hands. Action songs & ring games. P.E. Play dough & dough disco. Threading. Copy patterns in foam or sand. Support with toilet routines, snack, lunch choices & water bottles.</p>
<p align="center"><u>Expressive Arts & Design</u> All about me and my family – self-portraits. Georges Seurat – painting. Making split pin models of ourselves. Nursery Rhyme of the week. Charanga – Me!</p>	<p align="center"><u>Key Words</u> Listen, look. Toilet, water, snack, lunch, wash hands. Feelings, happy, sad, tired, excited, angry. Name, (other children's names). Phonics sounds. Me, family, Mum, Dad, brother, sister, auntie, uncle. Rhyme, story, book, read. (Vocabulary from – Talk Through Stories books) Head, eyes, ears, mouth, nose, shoulders, hands, fingers, feet, toes, arms, legs. Number names 1 to 10, Number Blocks, count, big, small. Day, (names of days), (weather words). Recycle, paper, card, plastic. Build, (colour names), stick, cut, mix, paint, (Charanga vocabulary). R.E – God, Bible, love, family, Sign of the Cross, creation</p>		<p align="center"><u>Understanding the World</u> All about me and my family Parts of the body. Routine of school day. Daily calendar & weather. Trip to the park – observe the environment. Introduce our recycling bag. Introduce activities on IWB.</p>
<p align="center"><u>PSED</u> Key worker groups – circle time – get to know each other's names. Story times. Support with toilet routines, snack, lunch choices & water bottles. Hygiene – washing hands. Discuss class & school routines & rules. Discuss how we are feeling/emotions</p>	<p align="center"><u>Characteristics of Effective Learning</u> The ways in which each child engages with other people & their environment underpins their learning & development across all areas & supports them to be an effective & motivated learner. Playing & exploring – engagement. Active learning – motivation. Creating & thinking critically – thinking.</p>		<p align="center"><u>British Values</u> Discuss class rules. Provide a safe & supportive environment for children to talk and be listened to. Provide positive images of gender, abilities and cultures.</p>
<p align="center"><u>Visits & Parental Involvement</u> Home visits & settling children. Phonics information to parents/carers. Trip to the park.</p>	<p align="center"><u>Assessments</u> Home visits & settling children. Observations. Informal chats with parents. Weekly team meetings – to discuss observations, group observations, planning, interventions, SEND. School baseline. Wellcomm assessments. Government Baseline.</p>	<p align="center"><u>Safeguarding/Risk Assessments</u> 2 x First Aiders. Daily risk assessment of resources & indoor & outdoor environments. Risk assessment for trip to the park.</p>	<p align="center"><u>Interventions/Support</u> Following on from discussions with SENCO – monitor needs of children.</p>