

# Reception Topic web

## Autumn 1

### Prime Area Personal, social and emotional development

- Settling in activities to develop an awareness of rules and routines.
- Establish routines by using visual timetables
- Help children to make new friends.
- Learn their friends' names.
- Developing self-care skills in toileting, dressing and undressing, eating and personal hygiene.

### Prime Area Physical development

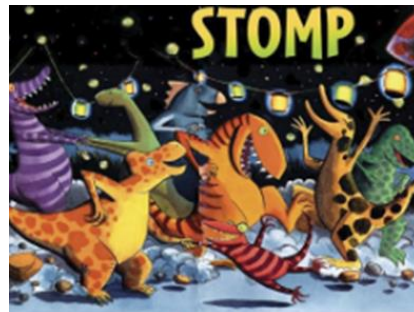
- Explore using large and small PE Equipment – playing ball games, tennis, hockey, parachute games, climbing and balancing.
- Using tools such as scissors, wood working equipment, pencils, pens etc. effectively.
- Looking at how we take care of our teeth
- Finding out about hygiene in food preparation when cooking and during snack and meal times.
- Daily fine motor activities.

### Prime Area Communication and Language

- Daily story sessions
- Opportunities for children to talk with adults and children one to one and in small groups
- Introduce phonics activities
- Role play opportunities based on first hand experiences e.g. home corner, café.
- Listen to and follow instructions.

### Specific Area Expressive arts and design

- Explore different media and materials e.g. collage, fabric printing, junk modelling, bubble printing, exploding paint pictures, marbling.
- Use a range of instruments.
- Self-portraits.
- Engage in role play and small world play based on own experiences and familiar stories.



### Specific Area Understanding the world

- Explore outside classroom.
- Explore and use a range of resources in different 'Investigation Areas Weekly Forest School
- Learn about the past by finding out about dinosaurs
- Explore, make and taste different foods from different cultures.

### Specific Area Literacy

- Sing a range of nursery rhymes and songs.
- Read different texts linked to our topics.
- Learn and use new vocabulary.
- Handle books correctly.
- Daily fine motor and writing opportunities.
- Learn phonemes and how to blend the sounds together to read simple words.

### Specific Area Maths

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers

### Possible parental involvement

- Encourage parents and carers to read a range of different texts about dinosaurs.
- Involve parents in supporting their child to learn about the different types and names of Dinosaurs.
- Create a reading log and invite children to read a dinosaur book at home and share what they liked about the text with the class.
- Provide Dinosaur texts for children to take home.