



Year Group: Reception

Value Focus: Contribute

AUTUMN TERM 1 School Year 2026-2027

RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day	Parents' Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H'Man -Year 3	Year 6 Residential	Year 5 Residential
Assessment	RECEPTION BASELINE ASSESSMENT							RWI Strong Start Assessment
Class Read (Story time)	Choose a selection of books focussed on emotional regulation and transition Colour Monster A great big cuddle (poetry book)							
PSED/Thnk Equal	Establishing Introduce classroom/school rules and routines showing understanding of other people's needs including the adults who work in the setting	Zones of Regulation chart. Encourage the children to recognise and talk about their feelings by identifying how they are feeling each day.	Marvellous Me Celebrate differences and similarities Demonstrate self confidence	These Feelings Demonstrate strategies to manage feelings	The Weather inside of Me! Understand that feelings come and go like the weather	Ted the Tiger Tamer Link emotions to feelings inside the body	The secret adventures of anonymouse Perform acts of kindness around the school and classroom	

Comm & Language	explain how they are unique/different and how they are the same talk about how we can sometimes feel the same as the character in the story make comparisons with themselves and the characters / objects in the story						
Jigsaw	Settling children in – introduce ‘chime bar’ and breathing techniques	I understand how it feels to belong and that we are similar and different	I can start to recognise and manage my feelings	I enjoy working with others to make school a good place to be	I understand why it is good to be kind and use gentle hands	I am starting to understand children’s rights and this means we should all be allowed to learn and play	
PD	Taking risks and exploring equipment in the playground. Using the big crates and blocks to build.	Refine fine motor skills by sculpting playdough to create facial features.	Squeeze and taste own orange juice		Provide a selection of resources for threading, such as ribbon, string, beads and cotton reels. Assess how confidently the children can use the materials for threading.	Create a simple obstacle course to observe the children’s fundamental movement skills. Have benches to walk along, beanbags to throw into buckets, cones to run around and hoops to jump in. Watch for the children to be completing the different movements with control.	
English	The Worrysaurus (revisted from Nursery)		What makes me a me?		Standing up to Racism		The Gingerbread Man
Writing	Creating their own ‘Happy Envelopes’ Children to draw/write what will go in their ‘happy envelope’		Introduce Floor book (Begin to) write/copy own name draw/label things you like write an ‘I am’ poem – sentence stems given: I am...I wonder... I feel ____ when... Adult directed – 2 week cycle on writing e.g. labelling emotions picture... (ascribe meaning to marks)		Guided floor book Adult directed – 2 week cycle •Use the GKN to enhance writing simple sentences. My skin colour has more melanin. It is dark brown.		Floor book Adult directed – 2 week cycle Gingerbread Man template: children design a gingerbread man and then label children create their own recipe books write a shopping list of the ingredients. Make the gingerbread men. Take photographs of each step

	Annotate what to put in their boxes		Create a stand up to racism kindness poster like the children at the end of the book. •write a list of things someone can do if they face racism	children sequence photos and then write instructions			
Vocabulary	trail, plotted, sketched, planned, storm, freed, fears, fret	berserk, exactly, lazybones, rooted, sleek, glow worm, similar, hitch	melanin racism unfairness tease heritage proud equal inequality	leaped scurrying thundered scampered bleated thistles frolicked riverbank perhaps smirked scrambled trotted			
Maths	Strong Start Counting games Counting songs/rhymes (baseline assessment)	Develop stable order principle; count items touching 1:1; recognise numerals to 3; subitise to 3 and match numerals with a number of items to 3.	Develop stable order principle; count items touching 1:1; recognise numerals 4 and 5; subitise to 5 and match numerals with a number of items to 5.	Recognise, describe and build repeating patterns, including ABAB, AAB, ABC and AABC. Fix missing elements of a pattern, duplicate a pattern and extend a repeating pattern.			
RWI	Whole Class – A strong Start				RWI Assessments		
Forest School	The changing seasons Summer to Autumn (explore shadows/shadow puppets) Harvesting grapes (use to make paint)						
UtW	People, C &C Play a circle game about similarities and differences. For example, where children have to swap places with others who have something in common with them, such as eye colour/height.	Past and Present What can you do now that you couldn't do as a baby? Create a simple timeline	Natural World Bring in a mystery box filled with items related to the human body, such as toothbrush, sock, comb, glasses etc.	Computing: Digital Self-Portrait: Invite the children to create a digital self-portrait using a tablet or computer. Provide a selection of art	People, C &C Guess the country – in small groups, share objects/artefacts from different countries, •guess what the object is	Natural World Float/sink predictions. Can you make a boat that will help the gingerbread man (drawn on a stone) to float?	Natural World Provide children with a path for the Gingerbread Man to follow. Children to add different features, such as the river and the house. Can they

	To talk about people who are special to them and others and say why				apps or software that allow them to draw, paint, and add different features to represent themselves.	•which country is it from •Find the country on the map.		add some of their own features
Expressive Art and Design	Explore creative areas	Self –portraits and individual drawings for learning journeys. Drawing images of things that you like.	Making a ‘me’ out of Playdoh	Leaf printing. making our name /first letter of our name in leaves.	African drumming (keep a beat)	Gingerbread men out of dough	Baking a Gingerbread man	
Outcomes		Self portraits	I am unique poster	BHM - Outcome		Gingerbread men		
P4C	Would you rather games – introduce P4C							