



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Reception Curriculum Plan: Autumn 1 2025

All About Me



The Big Question: What makes you special?



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Aspiration ~ Responsibility ~ Kindness

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The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Within our happy and nurturing setting, we provide high quality learning opportunities where children can thrive across all areas of the Early Years curriculum. Our provision encompasses child focused interests and ideas with well thought-out resources to enhance and inspire their development. The curriculum is designed to recognise children's prior learning from previous settings and their experiences at home. We respect that children have different starting points and we strive to provide a nurturing environment for all that has a strong and excellent partnerships with our children's families. Partnership and Communication is important to us and we greatly value the relationship that we develop with parents and the community throughout these vital years so that children feel valued, safe and have a sense of belonging. It is our motto to ensure we leave no stone unturned to ensure all children have the very best start to their education at Oldway.

All staff are committed to ensuring that the learning foundations laid down within the early years are solid and secure so that your child will continue to flourish and become lifelong learners. We provide a range of child-led, hands-on learning opportunities where the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. As such we provide many first-hand rich experiences to underpin the children's knowledge, with the aim of broadening their understanding of the world around them.

We believe that children's first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. We provide an environment which will enable children to trust in themselves and in their peers, building resilience, ambition and integrity.



Reception: Autumn 2025

The first half term in Reception is all about supporting children to feel secure and happy in their new surroundings. A main focus will be given towards supporting children to develop in confidence and self assurance while making new friendships, sharing and taking turns with others. It will equip them with skills to share their own experiences and also learn about the differences of others. Intertwined through the seven areas of learning, this experience will inspire a deep curiosity and enable them, to communicate, play and flourish with others. This in turn will help lay down the fundamental foundations of a lifelong love of learning.



Curriculum Questions

BIG Question: Why am I special?

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical development</u>	<u>Understanding of the World</u>	<u>Expressive arts and design</u>
Who or what is special to you? Who is special to you at home? Does anybody look like you? Do you like the same things as your friends? What makes a good friend?	How do you feel today? Can you think of another word for happy? How do we ask politely? Can you describe your favourite... How can you show you are a good listener?	What tools can you use confidently and safely? Can you ride a bike/scooter? How do we build a den? Can you balance? What movements can you do? Can you write your name? How do we look after ourselves?	What does your home look like? What do you pass on your way to school? What places can you name that are near to the school? What places are special to people in our community?	What is your favourite song/rhyme? Can you act out how the colour monster is feeling? What does the feeling of anger look like if we were to paint it? Can you build/make something you are proud of?

Prime Area: Communication and Language

This half term, we shall support children to:

- verbalise themselves in longer sentences of four to six words to help develop their communication, paying attention to irregular tenses and plurals.
- focus on strengthening children's vocabulary within a range of play opportunities and high-quality texts.
- modelling and aiding the children to start conversations, take turns to express a point of view and to debate when they disagree with someone.



Prime Area: Personal, Social and Emotional Development

This half term, we shall support children to understand how to be healthy throughout the EYFS curriculum by helping them to:

- **responsibility and about becoming member of our school community.**
- **sharing and taking turns.**
- **expressing their feelings and considering the feelings of others.**
- **perseverance and resilience**



Prime Area: Physical Development

This half term, our provision will ensure children can access spaces and resources that provide varying confidence levels, skills and needs to support a broad range of abilities.

- **develop their balancing, riding and ball skills.**
- **collaborate through team games and managing large items.**
- **to use one-handed tools and equipment.**
- **strengthen their hand muscles to support a comfortable tripod grip with good control when holding pens and pencils.**



Specific Area: Literacy

This half term, we will be reading the story 'The Colour Monster' by Anna Llenas. The children will have opportunities to:

- think, draw and write/mark make about what makes them feel calm, happy, sad, worried etc.
- story map a journey for the monster to help him when he gets all mixed up!
- practise writing their names and simple cvc words.
- to mark make and practise their writing skills through wonderful imaginary play and guided sessions.

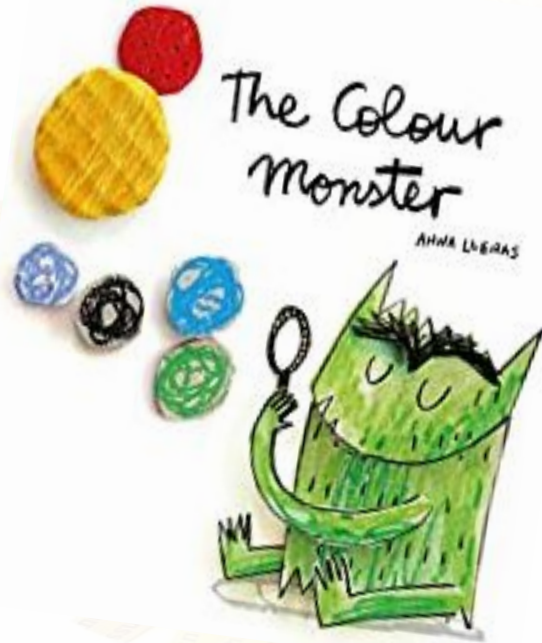


English- Texts

Main text:

The Colour Monster By Anna Llenas

The little colour monster is having a hard time, as his feelings are all jumbled up. He is red, green, yellow, blue and grey, all at the same time. It's making him very confused and he doesn't know why. Luckily, help is at hand and the colour monster learns to make sense of his mixed-up emotions by labelling them, which leads to a heart-warming conclusion.



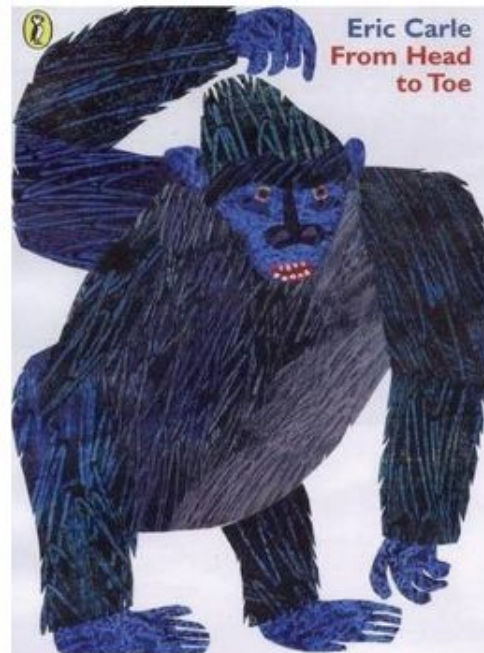
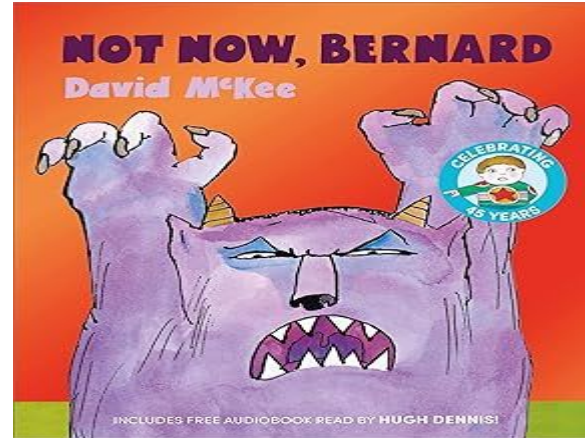
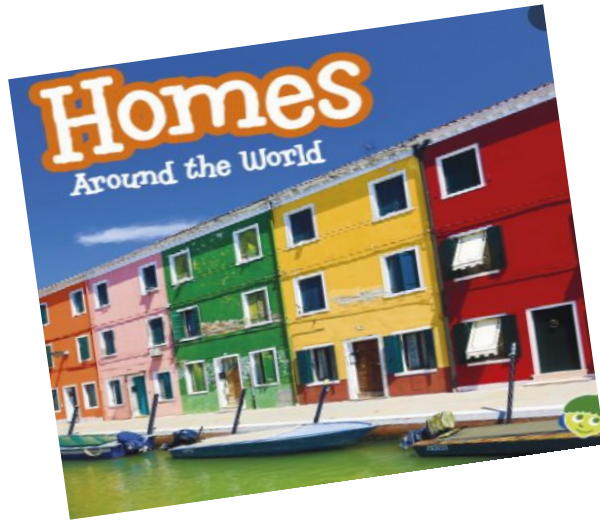
Supporting texts:

FUNNYBONES By Janet and Allan Ahlberg

In the first book of this now classic series, we are taken down the dark, dark street to the dark, dark house and into the dark, dark cellar in which the skeletons live. But during the dark, dark night, the skeletons like to come out to play... in the park, in the zoo and even all the way home, singing songs and scaring each other.



Other supportive texts



Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.

English- key vocabulary

Emotions



Emotions	Support your child to use other words to express themselves.
happy	pleased, delighted, cheerful, excited, thrilled
sad	upset, blue, downhearted, gloomy
worried	nervous, agitated, apprehensive, anxious
Confused	unsure, mixed up, bewildered, flummoxed
angry	mad, cross, livid, furious, agitated,

As soon as your child starts reception, we will begin assessing their phonic knowledge and grouping them accordingly. As a school, we follow the phonics scheme: Read, Write Inc. Each session incorporates learning speed sounds, word reading and a handwriting session at the end. All letters are introduced through a character and jingle to form the letter.

Ways to support your child in their first term:

- **Support them to learn all their set one sounds confidently.**
- **Segment and blend words during everyday tasks. For example: Do up your z-i-p.**
- **Support your child to be inquisitive about print around them in the environment. What letters can they spot or sound out.**
- **Listen to them read every day and also read and share books together every day.**

Early Reading



Specific Area: Maths

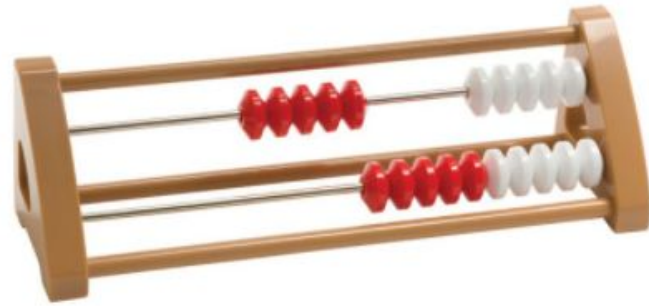
This term the children will experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play. Focus will be given to the following areas:

- **Counting practise securing one more and one less.**
- **Subitising to 5.**
- **Become secure with the conservation, cardinality and ordinality of numbers to 5.**
- **Make secure links between numerals, amounts and make comparisons through a range of experiences and resources.**
- **Experimenting with their own marks and numerals to show their findings as they problem solve with numbers up to five+ and measures.**

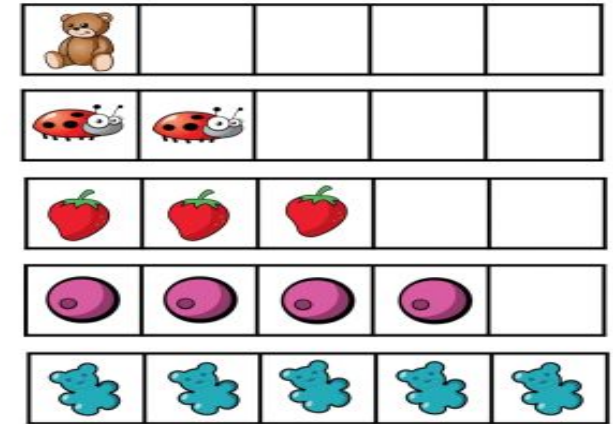


Maths- models and images

Rekenrek



Five Frame



Number line



Part Whole Model



Subitise amounts



Place Value

- Understand the value of numbers up to at least five.
- Compare and order any numbers to 5.
- Subitise amounts to 5.

Ways to show numbers to 5.

Maths- models and images

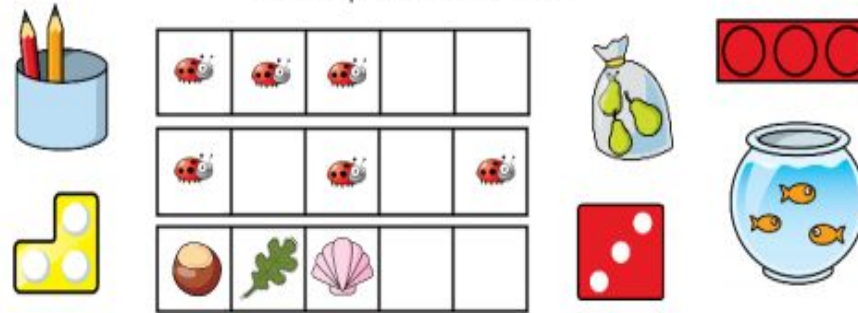
- Conservation of 5.
- Comparing amounts
- Problem solving within 5

Number blocks



Problem solving

Which pictures show 3?



Can you set the table for the 3 bears?



Specific area: Understanding of the World

Within this area of learning, the children will have opportunities to:

- **make sense of their own life-story and who is part of their family and wider circle.**
- **continue to develop positive attitudes about the differences between people.**
- **learn about the community around them and name places in their local environment.**
- **use all their senses in hands on exploration of natural materials.**
- **draw natural objects especially autumn/harvest produce.**
- **go on trips/walks around their local environment.**
- **weekly visits to Oldway Wild Learning.**

Reception: Autumn 1 2025



Specific area: Expressive Arts and Design

Through this area of learning, the children will have opportunities to:

- **to develop an understanding of lines and shape, we will be promoting more complexity and detail in the children's drawings.**
- **to use a range of material and resources to represent different emotions.**
- **explore colour and colour mixing.**
- **engage in simple pretend play in the home corner and outdoor areas.**
- **exploration with the sounds of instruments.**
- **sing rhymes and songs to develop rhythm and melody.**





Reception Staff

Reception Teachers

Mrs E Edworthy (Preston Sands
Class Teacher and Assistant Head
of Lower School)

Miss E Bartlett (Broadsands)

Mrs E Child (Goodrington)

Cover Teachers: Ms D Jackson
(Preston Sands)

Reception Teaching Assistants

Mrs M Pattison (Preston Sands)

Miss K Kendall (Preston Sands and
across 3 classes)

Mrs M Bragagnolo (Broadsands)

Mrs A Mason (Broadsands and HLTA
across Early Years Classes)

Miss B Wheatley (Goodrington
Sands)