



Early Years Foundation Stage – Reception Class

Autumn Term 1 Themes - Let's Explore

Our theme is:
Let's Explore



Our big aim:

To learn about the environment we share with others.

Unique Academy

Early Years Foundation Stage – Reception Class

Autumn Term 1 Theme – Let's Explore



Personal, Social and Emotional Development (PSED)

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Communication and Language (CL)

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

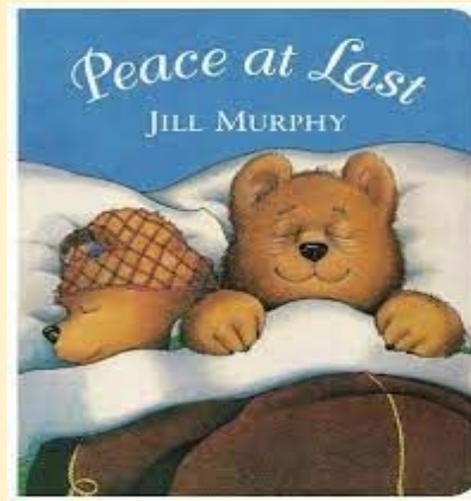
Physical Development (PD)

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

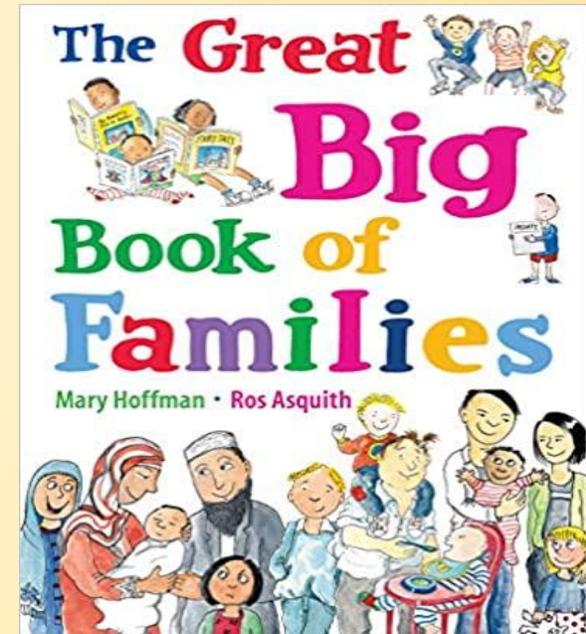
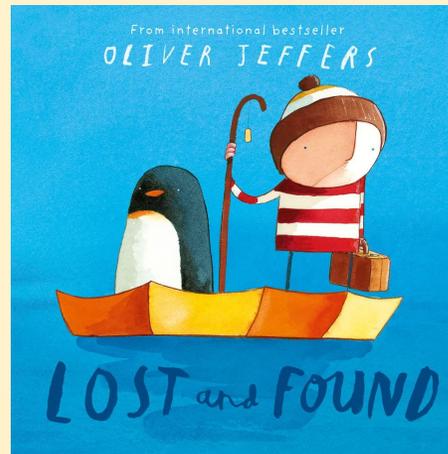
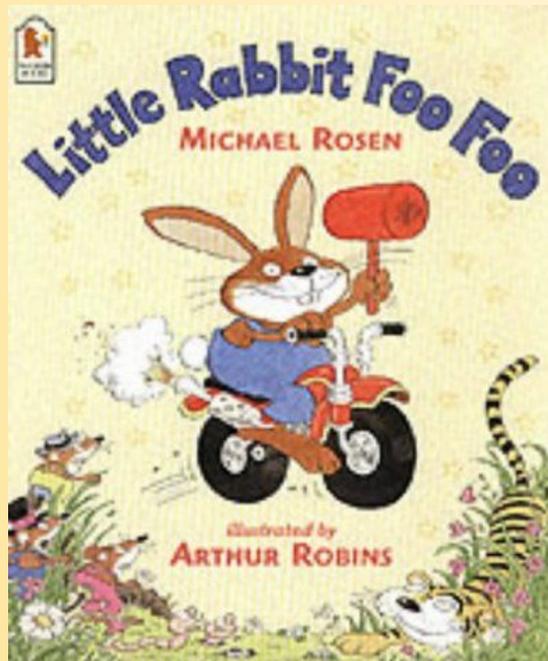
Literacy (L)	Mathematics (M)	Understanding the World (UW)	Expressive Arts and Design (Exp A&D)
<ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabular ● Anticipate – where appropriate – key events in stories. ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ● Read words consistent with their phonic knowledge by sound-blending. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters ● Write simple phrases and sentences that can be read by others. ● Enjoys looking at books and sharing stories. 	<ul style="list-style-type: none"> ● Have a deep understanding of number to 10, including the composition of each number. ● Use everyday language to talk about length and height, weight and capacity. ● Recognise and name common 2-D shapes. ● Recognise and name common 3-D shapes. ● Understand and use positional language in relation to place, direction and objects. 	<ul style="list-style-type: none"> ● Create simple programs. ● Understand the past through settings, characters and events encountered in books read in class and storytelling. ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. ● Make use of props and materials when role playing characters in narratives and stories. ● Invent, adapt and recount narratives and stories with peers and their teacher. ● Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. ● Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. ● Use everyday products, stories, pictures, interests and experiences to inspire their creations. ● Take part in imaginative, creative and sensory play activities.

We're Going on a Bear Hunt

Michael Rosen Helen Oxenbury



These are some of the books we are learning about within our theme of 'Let's Explore'



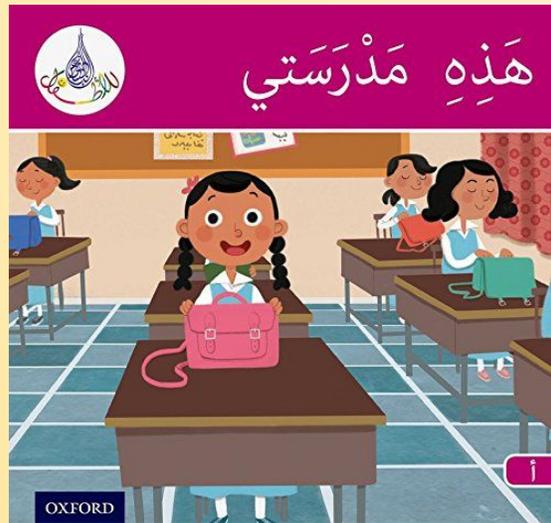
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Autumn Theme 1 – Let's explore



Arabic	Qur'aan	Dua	Rhyme
<ul style="list-style-type: none">GreetingsCommon phrasesDays of the weekMonths of the yearAlphabet LettersNumbers 1 – 5	<ul style="list-style-type: none">Surah Al FatihaSurah IkhlasSurah FalaqSurah Naas	<ul style="list-style-type: none">Waking upBefore sleepingGoing to the toiletComing out of the toilet	<ul style="list-style-type: none">“Anna Muslim”Bismillah



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Early Years Foundation Stage – Reception Class

Autumn Term 1 Theme – Build It Up



Personal, Social and Emotional Development (PSED)	Communication and Language (CL)	Physical Development (PD)	
<ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Work and play cooperatively and take turns with others. ● Know which adults look after them and who to tell if they feel worried or scared. 	<ul style="list-style-type: none"> ● Make comments about what they have heard and ask questions to clarify their understanding. ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 	<ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others. ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paint brushes and cutlery. ● Begin to show accuracy and care when drawing. ● Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining. 	
Literacy (L)	Mathematics (M)	Understanding the World (UW)	Expressive Arts and Design (Exp A&D)
<ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ● Anticipate – where appropriate – key events in stories. ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ● Say a sound for each letter in the alphabet and at least 10 digraphs. ● Write recognisable letters, most of which are correctly formed. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Enjoys looking at books and sharing stories. 	<ul style="list-style-type: none"> ● Have a deep understanding of number to 10, including the composition of each number. ● Use everyday language to talk about length and height, weight and capacity. ● Use everyday language to talk about money. ● Solve simple problems related to length, height, capacity, weight, time and money ● Recognise and name common 2-D shapes. ● Recognise and name common 3-D shapes. ● Understand and use positional language in relation to place, direction and objects. 	<ul style="list-style-type: none"> ● Make observations about the world around them. ● Sort and group materials and resources and talk about how they are similar or different. 	<ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. ● Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. ● Test their ideas. ● Take part in imaginative, creative and sensory play activities.

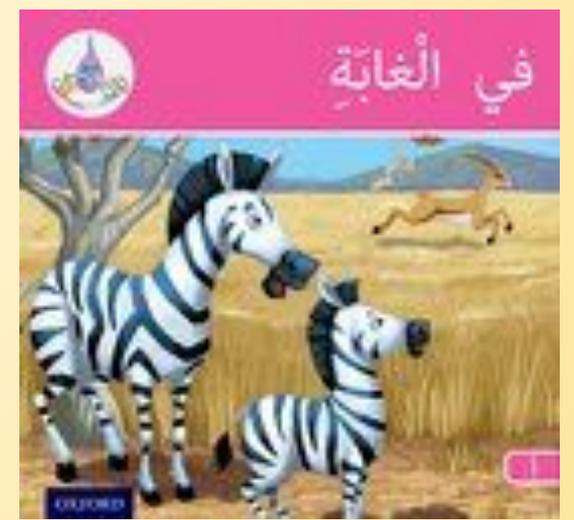
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Autumn Theme 1 – Built it up

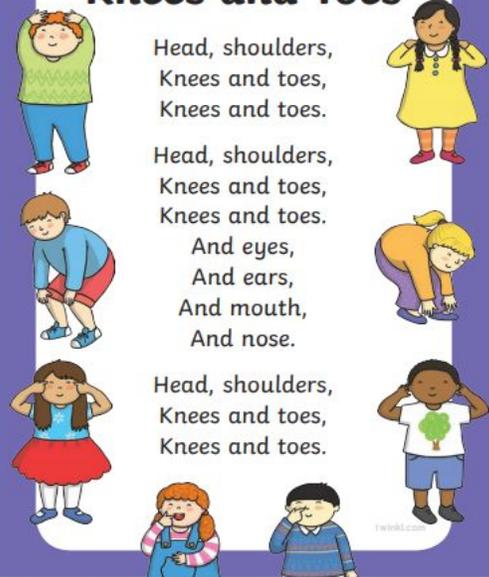


Arabic	Qur'aan	Dua	Rhyme
<ul style="list-style-type: none">• Greetings• Common phrases• Days of the week• Months of the year• Alphabet Letters• Numbers 1 – 5	<ul style="list-style-type: none">• Surah Al Fatiha• Surah Ikhlas• Surah Falaq• Surah Naas	<ul style="list-style-type: none">• Before eating• After eating• Before going outside	<ul style="list-style-type: none">• Anna Muslim• Bismillah



Our Rhymes

Head, Shoulders, Knees and Toes



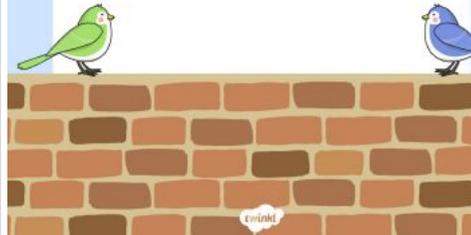
Head, shoulders,
Knees and toes,
Knees and toes.

Head, shoulders,
Knees and toes,
Knees and toes.

And eyes,
And ears,
And mouth,
And nose.

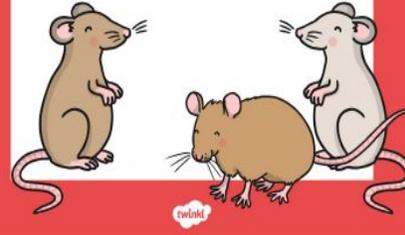
Head, shoulders,
Knees and toes,
Knees and toes.

Two Little Dickie Birds



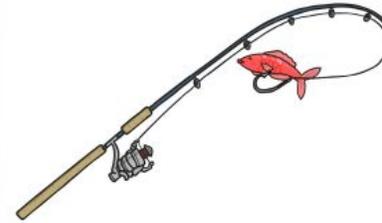
Two little dickie birds
sitting on a wall.
One named Peter,
one named Paul.
Fly away Peter,
fly away Paul.
Come back Peter,
come back Paul.

Three Blind Mice



Three blind mice! Three blind mice!
See how they run! See how they run!
They all ran after the farmer's wife,
who cut off their tails with a carving knife.
Did you ever see such a thing in your life, as
three blind mice?

1, 2, 3, 4, 5 Once I Caught A Fish Alive



One, two, three, four, five,
Once I caught a fish alive.
Six, seven, eight, nine, ten,
Then I let it go again.
Why did you let it go?
Because it bit my finger so.
Which finger did it bite?
This little finger on my right.

Ten in a Bed



There were ten in a bed and the little one said
"Roll over, roll over."
So they all rolled over and one fell out.
There were nine in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There were eight in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There were seven in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There were six in a bed and the little one said
"Roll over, roll over."
So they all rolled over and one fell out.
There were five in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There were four in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There were three in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There were two in a bed and the little one
said "Roll over, roll over."
So they all rolled over and one fell out.
There was one in a bed and the little one said
"Good night!"

and
more.....