

Robins Reception Planning- Autumn Term 2025 – All About Me!/Toys

Literacy

Read, Write inc. Set 1 & Blending
Practice formation of sounds as letters are introduced
Practice formation of digits 0-5
Mark Making
Holding a pencil effectively
Writing Names
Retelling Stories and sequencing- story maps
Writing CVC words
Labels & captions
Retelling stories and sequencing- story maps
Performing Christmas Nativity

Non-Fiction

All about me!
Books about families
Children in Need – Cooking instructions
Space Books

Fiction

Traditional Tale
The Three Little Pigs (Talk for writing)
This is our house by Michael Rosen
On the way home by Jill Murphy
Dogger by Shirley Hughes
Stick Man by Julia Donaldson
Traditional Tales: Goldilocks & the Three Bears
The Gingerbread Man (Talk for writing)
Whatever next! By Jill Murphy

Rhythm and Rhyme

The House that Jack Built (Talk for writing)
Roaring Rockets by Tony Mitton
Goodnight Moon by Margaret Wise Brown

Mathematics

Mastering Number Units for Reception

White Rose

Phase 1-Just Like Me!
Match and Sort
Compare Amounts

Phase 2- It's Me 1 2 3!
Measure, Shape and Spatial Thinking:
Circles and Triangles
Positional Language

Consolidation

Communication and Language

Understand how to listen carefully and why listening is important.
Learn new vocabulary.
Use new vocabulary through the day.
Connect one idea or action to another using a range of connectives.
Develop social phrases.
Engage in story times.
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Listen carefully to rhymes and songs, paying attention to how they sound.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Expressive Arts and Design

Music Express Units

Y1 Ourselves - Exploring Sounds
Y2 Our Bodies - Beat
Y2 Our Land - Exploring Sounds
Y1 Machines - Beat

Additional
Christmas Performance

Exploring Colour Mixing
Self Portraits
Junk modelling- Making houses
Shades and Shelters
Christmas Cards

Understanding the World

Leicestershire RE Syllabus

1.10 What does it mean to belong to a faith community?

1.7 Who is Jewish and how do they live?

Part 2

What do I enjoy?

My School- Rules and Routines, People who help us in school

My Family

My House, houses in Newbold

Autumn

Exploring Materials

Favourite Toys

Space including history of space

Dinosaurs

Vehicles

Winter

Light/Dark

Exploring electric circuits

Using Beebots

Using apps to draw and colour

Physical Development

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Further develop the skills they need to manage the school day successfully:

- lining up and queuing

- mealtimes

PE Fundamentals, Ball Skills, Gymnastics and

Sending and Receiving

Personal, Social and Emotional Development

Cambridgeshire Units

Myself and My Relationships

Beginning and Belonging

Family and Friends including anti-bullying

My Emotions

Value Focus- Thankfulness, Trust

Learning Powers

Determination -Davina the Jockey

Persevering

Recovering

Contemplating

Socialising - Seline the Dog

Benefiting from and contributing to the social world of learning

Collaborating

Accepting

Empathising

Imitating

Leading