

Class 2 Rawcliffe School Reception

Unit Organiser

Autumn 1

		Week 1 – 01/09/25	Week 2 –08/09/25	Week 3 – 15/09/25	Week 4- 22/09/25	Week 5- 29/09/25	Week 6- 06/10/25	Week 5- 13/10/25	Week 6-20/10/25
Mathematics	Maths	Settling in week	EYFS Baselines	<b>Subitising-</b> Subitising to 3.  <b>Shape, Space and Measure-</b> Compare Size	<b>Counting-</b> Counting sequence 1:1 correspondence and Cardinal numbers  <b>Shape, Space and Measure-</b> Compare Mass	<b>Composition:</b> Composition of 3 and 4  <b>Shape, Space and Measure-</b> Compare Capacity	<b>Subitising-</b> Subitising to 4.  <b>Shape, Space and Measure-</b> Explore Simple Patterns	<b>Comparison-</b> Focus on Language and thinking about attributes.  <b>Shape, Space and Measure-</b> Copy and continue simple patterns	<b>Cardinality and Counting-</b> Focusing on counting to 5 and the key representations of 5.  <b>Shape, Space and Measure-</b> Create simple patterns.
		Phonics	Settling in week	<b>Phase 2 Graphemes</b> s a t p	<b>Phase 2 Graphemes</b> i n m d	<b>Phase 2 Graphemes</b> g o c k	<b>Phase 2 Graphemes</b> c k e u r	<b>Phase 2 Graphemes</b> h b f l	Assess/Review week
Literacy	Reading	<p><b>Class Book – The Colour Monster by Anna Llenas</b> - One day, Colour Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad and scared all at once! To help him, a little girl shows him what each feeling means through colour.</p> <p><b>Suddenly by Colin McNaughton</b> - Those traditional adversaries, pig and wolf, are teamed up in an ingenious new way in Colin McNaughton's riotous surprise-filled story. Preston Pig's usual walk home from school turns into a wacky set of near-miss adventures as he unknowingly outwits the persistent but bumbling wolf.</p>							
	Writing	<p>This half term, we'll be laying the foundations for confident and independent writing. Our focus will be on developing the fundamental skills children need to become successful writers. This includes:</p> <ul style="list-style-type: none"> <li>• <b>Fine Motor Development</b> – through fun activities like <i>Dough Disco</i> and <i>Squiggle While You Wiggle</i>, helping children strengthen the muscles needed for writing.</li> <li>• <b>Mark Making and Phonics</b> – encouraging children to explore early writing by using sounds they are learning in phonics.</li> <li>• <b>Handwriting Practice</b> – introducing correct letter formation in a playful and engaging way.</li> <li>• <b>Understanding Sentences</b> – using a variety of activities to help children begin to understand how sentences are structured and formed.</li> </ul> <p>By the end of the half term, children will be well on their way to becoming more confident and independent writers.</p>							



	DT		<p><b>Structures- Junk Modelling- Exploring Junk Modelling-</b></p> <p>To explore and investigate the tools and materials in the junk modelling area.</p>	<p><b>Structures- Junk Modelling- Cutting and Scissor Skills -</b></p> <p>To investigate cutting different materials.</p>	<p><b>Structures- Junk Modelling- Choosing resources-</b></p> <p>To learn how to plan and select the correct resources needed to make a model.</p>	<p><b>Structures- Junk Modelling- Making Models-</b></p> <p>To verbally plan and create a junk model.</p>	<p><b>Structures- Junk Modelling- Evaluation and presentation-</b></p> <p>To Share a finished model and talk about the processes in its creation.</p>	<p><b>Structures- Junk Modelling- Temporary joins-</b></p> <p>To explore different ways to temporarily join materials together.</p>	
Physical Development	PE		<p><b>Fundamentals Unit 1</b></p> <p>LO: To develop balancing whilst stationary and one the move.</p>	<p><b>Fundamentals Unit 1</b></p> <p>LO: To develop running and stopping.</p>	<p><b>Fundamentals Unit 1</b></p> <p>LO: To develop changing direction.</p>	<p><b>Fundamentals Unit 1</b></p> <p>LO: To develop jumping and landing.</p>	<p><b>Fundamentals Unit 1</b></p> <p>LO: To develop hopping and landing with control.</p>	<p><b>Fundamentals Unit 1</b></p> <p>LO: To explore different ways to travel.</p>	
			<p><b>Ball skills</b></p> <p>LO: To develop rolling a ball to a target.</p>	<p><b>Ball skills</b></p> <p>LO: To develop stopping a rolling ball.</p>	<p><b>Ball skills</b></p> <p>LO: To develop accuracy when throwing to a target.</p>	<p><b>Ball skills</b></p> <p>LO: To develop bouncing and catching a ball.</p>	<p><b>Ball skills</b></p> <p>LO: To develop dribbling a ball with your feet.</p>	<p><b>Ball skills</b></p> <p>LO: To develop kicking a ball.</p>	
	Fine Motor skills	See Writing							
Personal, Social, Emotional Development	PSHE	<p><b>Zones of Regulation- Settling into School!</b></p>	<p><b>Self-regulation: My feelings- Identifying my feelings</b></p> <p>To identify their feelings.</p>	<p><b>Self-regulation: My feelings- Feelings Jars</b></p> <p>To identify and express my feelings.</p>	<p><b>Self-regulation: My feelings- Coping Strategies</b></p> <p>To explore different coping strategies to regulate our emotions.</p>	<p><b>Self-regulation: My feelings- Describing feelings</b></p> <p>To explore the different adjectives that can be used to describe feelings.</p>	<p><b>Self-regulation: My feelings- Facial Expressions</b></p> <p>To explore the different facial expressions and what they mean.</p>	<p><b>Self-regulation: My feelings- Creating a calm corner</b></p> <p>To identify different feelings and how to moderate behaviour socially and emotionally.</p>	