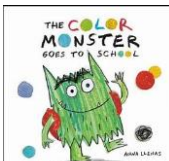
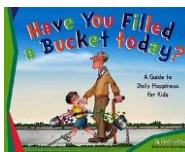
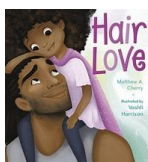


What are we learning?



- Autumn Walks
- Making Bread
- Harvest
- Halloween
- Wild Tribe

Key Themes and books



All About Me!

Key Themes

Making friends, feeling safe and happy at school. Learning about ourselves, our bodies, our feelings, our community and family. How to keep ourselves healthy. Visit from a nurse/police officer to learn about their role.

Key Information

All children and people are different, and our differences are what makes us special. We experience different feelings and emotions and can talk about some of them. We will learn about our bodies and the human life cycle as well as explore our 5 senses. Our family is unique, children will talk about their family and people who are special to them. We will talk about where we live and our local community including how we get to school and what we might pass on the way.

This will help us when we learn about:

Animals including humans when we are in Class 2

Key Vocabulary

Subject Vocabulary	
Rules & Routines	These ensure that we are all kept happy and safe
Self portrait	A picture that we do of ourselves
Unique	We are all different and one of a kind
Family	People you live with and care for you
Family Tree	A diagram that shows all of your family
Skeleton	Skeleton keeps us upright
Body Parts	Hip, neck, shoulder, shin, leg, ankle, arm, elbow etc.
People who Help us	The people in our communities that keep us safe. Doctors, Nurses, Teachers, Refuse collectors, vets
Community	A group of people living in the same place or having a particular characteristic in common.
Safe	protected from or not exposed to danger or risk



Personal Social and Emotional Development

Express feelings:

Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.
Begin to understand how others might be feeling.
Know they can rely on their teachers, friends, and 'buddy' for support if they are worried.

Manage behaviour:

Can inhibit own actions, welcome distractions when upset.
Understand behavioural expectations of the setting.
Increasingly follow rules understanding why they are important.

Self-awareness:

Know what they like and do not like.

Reception
Autumn Term 1
2024



Maths- Match, sort and Compare. Talk about measures and patterns. It's me 123!
Number:

Count objects, actions, and sounds
Subitise
Matching - same/different, colour, size, shape
Sorting into groups
Counting by rote, counting aloud, clapping, stamping, drumming etc,
nursery rhymes, counting songs, using fingers to represent numbers
Numerical Patterns:
Comparing amounts – equal, more than, fewer than.
Comparing size, mass & capacity – big/little, large/small, short/tall, tallest/shortest
Exploring pattern - making simple patterns, odd one out, exploring more complex patterns



Understands there are responsibilities in the classroom to follow and expectations for behaviour.

Independence:

Can independently organise themselves in the morning e.g., bookbag in box, coat on peg, water bottle in box, name card on tree, vote for book. Can manage their own personal hygiene e.g., going to the toilet and hand washing.

Can follow 1 step instructions.

Collaboration:

Interested in others play and starting to join in.

Knows we work together to follow the class responsibilities.

Social skills:

Build constructive and respectful relationships.

Engage in positive interactions with adults and peers.

Play with one or more children, extending and elaborating play ideas

Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary Listen to others, speak to peers and adults and engage in discussions in a positive way.

Communication and Language

Listening: Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes/ songs, paying attention to how they sound. Understand how to listen carefully and why listening is important.

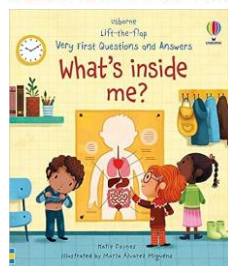
Attention: Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.

Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. bells = freeze & show me 10

Understanding: Follow 1 step instructions e.g., put bookbag on your peg.. Understand 'why' questions. Speaking: Use sentences of 4-6 words. Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs. Begin to use social phrases e.g., 'Good Morning! Use talk to organise themselves and their play

Revisit/ ongoing throughout the year

Learn new vocabulary, Use new vocabulary in different contexts, Use new vocabulary through the day in discussions and conversations, Learn new rhymes, poems, and songs, Listen to and talk about stories to build familiarity and understanding.



Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough

Understanding The World

Chronology:

Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Understand their own life-story and how they have changed over time. Begin to develop a sense of continuity and change by being able to compare characters from stories.

Respect:

Themselves, special things in their own lives.




Talk about and describe features of their own family, talk about families in other countries across the world.

Mapping:

Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, outdoor area map and read common signs and logos.

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

<p>Physical Development</p> <p><u>Gross Motor Skills:</u> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p><u>Fine Motor Skills:</u> Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene, changing. 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 spoon.</p> <p>Revisit/ ongoing throughout the year develop overall body-strength, balance, coordination, and agility through use of outdoor play equipment.</p>	<div><p>Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p></div> <p>Artist-Pablo Picasso</p>	<p>Expressive Art and Design</p> <p><u>Creating with materials:</u> Build models using a variety of construction equipment. Self-portraits, family pictures, transient art using loose parts Exploring sounds and how they can be changed, tapping out of simple rhythms. Artist study – Jackson Pollock (collaborative work) Experimenting with variety of tools. Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour</p> <p><u>Being Imaginative</u> Join in with role play games and use resources available for props Provide opportunities to work together to develop and realise creative ideas. Develop storylines in their pretend play. Sing call-and-response songs.</p> <p>Revisit/ ongoing throughout the year: Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups</p>
<p>Literacy</p> <p><u>Emergent writing:</u> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><u>Composition:</u> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><u>Spelling:</u> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><u>Handwriting:</u> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles using anticlockwise movements.</p> <p><u>The Literacy Tree:</u> Oral storytelling to create their own ‘So Much’ story scribed by the teacher.</p> <p><u>Comprehension:</u> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages. from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs, and poems. Joins in with repeated refrains and key phrases.</p> <p><u>Word Reading:</u> Hear general sound discrimination and be able to orally blend and segment.</p>	<div><p>Core Text</p></div>	<p>Ways to support at Home</p> <ul style="list-style-type: none">Read and share stories every day (Children will have the opportunity to earn individual prizes as well as working towards the class reward)Preparing for show and tells linked to our topic (Tuesdays)Talk to them about healthy food choices and why they are important.Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping, skipping.Help them to practise learning to write their name, with a capital letter at the beginning and lower-case letters after.Play ‘spot the number’–focus on the numerals 0 to 9, and challenge your child to find them everywhere–on front doors, clocks, car registrations, birthday cards and more.Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.Support your child’s developing reading and writing skills by engaging with the resources and activities sent home from school.Read and talk about information books based on their interests.Draw your child’s attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.

<p>Phonics Phase 1/2</p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Working on using common consonants and vowels which they can segment for writing simple CVC words.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Revisit/ ongoing throughout the year:</p> <p>Continue to develop general sound discrimination, rhythm and rhyme, alliteration, voice sounds, oral blending, and segmenting.</p>	<ul style="list-style-type: none">• Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities.• Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community. Ask questions such as, ‘what would you like to do when you grow up?’
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