



Reception – All about me

Termly learning for Autumn 1

Personal, Social and Emotional Development	Communication and Language	
<p>Children will be learning:</p> <p>Self- Regulation Children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Children will be learning:</p> <ul style="list-style-type: none"> • To start to listen carefully for short spaces of time • Listen to familiar songs and rhymes and respond by joining in. • Engage in story times • Listen to and talk about stories, rhymes and non-fiction • Express ideas and feelings • Be able to express a point of view about themselves. • Learn about others around them. • Ask questions to find out more. • Acquire and use new vocabulary 	
Physical Development	Mathematics	
<p>Children will be learning:</p> <ul style="list-style-type: none"> • Move bodies confidently & safely within a new environment • Daily 'Wake Up, Shake Up' • Large outdoor equipment to balance, jump & climb • Sensory/outdoor exploration e.g. sandpit, mud kitchen • Parachute games and throwing and catching a large ball (PE) • Mark making and using small tools safely e.g. playdough and clay tools • Begin to use cutlery to feed ourselves 	<p>Children will be learning:</p> <p>Getting To Know You: Baseline</p> <p>Match sort and compare</p> <ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules 	<p>Talk about measure and pattern</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns

Understanding the World		Expressive Arts and Design
<p>Children will be learning:</p> <ul style="list-style-type: none"> • Who am I? <ul style="list-style-type: none"> • What is a family? <ul style="list-style-type: none"> - Who is in my family? - Share stories & photos • What is a community? <ul style="list-style-type: none"> - Who is in my community? - Other people who are important to me - Who works in my school, what they do and where can I find them? (maps) - Supporting others – Harvest • How am I/my family/my community the same & different to others'? <ul style="list-style-type: none"> Our school day: <ul style="list-style-type: none"> - Rules - Important people in the school community - Activities - Sequence: first, next, then - School grounds (maps) • How were schools the same/different in the past? <ul style="list-style-type: none"> - Family members' and staff experiences - Absence of technology - Segregation - Ruby Bridges – 1st African American to go to a white school aged 6 • How are schools different in other countries? • Exploring and caring for the natural world around us: <ul style="list-style-type: none"> - Our outdoor environment and Wider school grounds • Observing changes in seasons & weather – <ul style="list-style-type: none"> - What can we see that means Autumn has arrived? - What do we notice about our environment - trees, ground, mud, water? 		<p>Children will be learning:</p> <p>Music - Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p> <p>Art - Artists- Pollock (American) Introduction to observational drawings: pencil self-portraits. Explore: Draw what you see, use a mirror, take pencil for a walk, shapes and lines. Discuss – Adult model, demonstrate and discuss the process at each stage.</p>
Reading		Writing
<p>Children will be learning:</p> <p>Phonics Little Wandle Letters and Sounds</p> <ul style="list-style-type: none"> • Revisit Phase 1 • Start Phase 2: <ul style="list-style-type: none"> - Week 1; s a t p - Week 2; i n m d - Week 3; g o c k - Week 4; ck, e, u, r, - Week 5; h, b, f, l • Consolidate learnt sounds daily <p>Tricky words - is, l, the</p>		<p>Children will be learning:</p> <ul style="list-style-type: none"> • Mark making • Writing for purpose matched to children's interests. • Name writing • Begin to form some letters accurately • Writing initial sounds and basic CVC words known
<ul style="list-style-type: none"> • Use favourite stories and print in environment to explore the 5 key concepts about print: <ol style="list-style-type: none"> 1. Meaning 2. different purposes 3. English read left to right 4. Name parts of book 5. Page sequencing • Reading stories as a class and in groups and supporting pupils with attention and recall • Reading books with rhymes and repeated refrains and encouraging children to join in • Recognising name • Ask and answer questions about books • Weekly reading: Wordless books <ul style="list-style-type: none"> - Holding books, turning pages - Have conversations about books, developing new vocabulary - Discuss what's happening in pictures 		



Reception- Local Heroes

Termly learning for Autumn 2

Personal, Social and Emotional Development	Communication and Language		
<p>Children will be learning:</p> <p>Building relationships: Special relationships</p> <p>Children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Children will be learning:</p> <ul style="list-style-type: none"> • Listen and make comments about what they have heard. • Listen to and talk about non-fiction, stories and rhymes to develop familiarity and knowledge • Begin to acknowledge people’s point of view. • Talk about how different people help us. • Discuss different festivals. • Ask questions to find out more and check understanding • Begin to talk about why things happen using new vocabulary learnt. • Retell nativity as a class to whole school and parents. 		
Physical Development	Mathematics		
<p>Children will be learning:</p> <ul style="list-style-type: none"> • Find their favourite ways to move within environment (indoors and outdoors) being mindful of others • Use large outdoor equipment to balance, jump and climb with increasing confidence • Use wall bars in the hall safely and confidently (PE) • Daily finger gym activities • Begin to form letters of the alphabet • Begin to use cutlery more independently <p>Get set for PE – PE scheme Dance/movement</p> <ul style="list-style-type: none"> • Learn actions for songs (Nativity) • Move confidently in a range of ways, safely negotiating space. • Join in and copy movements. • Create movement in response to music. • Develop the skills needed to get through the school day e.g. lining up • Explore & engage in dance, performing solo or in groups. • Watch & talk about dance & performance art, expressing their feelings & responses 	<p>Children will be learning:</p> <p><i>It’s Me 123!</i></p> <ul style="list-style-type: none"> • Find 1,2,3 • Subitise 1,2 and 3 • Represent 1,2 and 3 • 1 more • 1 less • Composition of 1,2 and <p><i>Circles and triangles</i></p> <ul style="list-style-type: none"> • <i>Identify and name circle and triangles</i> • <i>Compare circle and triangles</i> • <i>Shapes in the environment</i> • <i>Describe position</i> 	<p><i>Circles and triangles</i></p> <ul style="list-style-type: none"> • <i>Identify and name circle and triangles</i> • <i>Compare circle and triangles</i> • <i>Shapes in the environment</i> • <i>Describe position</i> <p><i>1,2,3,4,5</i></p> <ul style="list-style-type: none"> • <i>Find 4 and 5</i> • <i>Subitise 4 and 5</i> • <i>Represent 4 and 5</i> • <i>1 more</i> • <i>1 less</i> • <i>Composition of 4 and 5</i> • <i>Composition of 1 – 5</i> 	<p>Shapes with four sides</p> <ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night

Understanding the World		Expressive Arts and Design
Children will be learning: <ul style="list-style-type: none"> • People who help us: <ul style="list-style-type: none"> - Members of the wider community e.g., police, doctors, soldiers, nurses, paramedics, shop assistants, postal workers • How were these roles the same/different in the past? <ul style="list-style-type: none"> - Florence Nightingale - WW1 & Remembrance • Why do we help others? <ul style="list-style-type: none"> - Children in Need - Keep ourselves & others safe & happy – Anti-Bullying, Road Safety (walking to the post box using map) 		Children will be learning: <p>Music Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p>Art Artists- Van Gough (Dutch), Observational drawings: based on interest & paint self-portraits Explore: colour mixing, creating shades of individual colours and different skin tones Discuss – (Austin butterfly) Listen and give opinions on their own and others work in key worker group.</p>
Reading		Writing
Children will be learning: <p>Phonics</p> <ul style="list-style-type: none"> • Continue and complete Phase 2: <ul style="list-style-type: none"> - Week 1; ff ll ss j - Week 2 v w x y - Week 3 z zz qu words with s /s/ added at the end (hats sits) ch - Week 4 sh th ng nk - Week 5; words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) • Consolidate learnt sounds daily Tricky words -Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be 		<ul style="list-style-type: none"> • Oral segmenting • Forming more letters correctly along with writing diagraphs. • Starting to write taught CVC words with phase 2 sounds (diagraphs and single letter graphemes) • Writing Christmas post e.g. lists, cards and letters <ul style="list-style-type: none"> - Using numbers to make lists. - Starting to recognise and use capital letters for names. - Holding a pencil with more control. - Showing difference in letters (ascending and descending).
<ul style="list-style-type: none"> • Recognise that people have different beliefs & ideas: <ul style="list-style-type: none"> - Class votes/debates - Likes/dislikes • Recognise that people celebrate special times in different ways, e.g. bonfire night, Diwali, Hannukah, birthdays, Christmas <ul style="list-style-type: none"> - Important buildings - Customs – lights, fireworks, clothing, letters, decorations etc - Read/create maps to post box. • Observing changes in seasons & weather – <ul style="list-style-type: none"> - What is happening as Autumn begins to change into winter? <p>What do we notice about our environment?</p>		
<ul style="list-style-type: none"> • Identifying initial sounds • Begin to blend VC >CVC words • Recognise some irregular common words • Share favourite books again, encouraging chn to answer simple questions • Weekly group reading 3 times for children that have started to segment and blend. <ul style="list-style-type: none"> - Recognising letters - Pointing out initial sounds - Discussing pictures and answering questions - Blending CVC words - Reading simple phrases and sentences - Answering questions about sentences read - Beginning to incorporate other reading strategies • Weekly reading for some Wordless books • Weekly group reading for some <ul style="list-style-type: none"> - 3 times a week; decoding, prosody and comprehension - Blending CVC words, including those containing digraphs - Reading simple sentences - Answering questions about sentences read - Beginning to incorporate other reading strategies 		

