

Year group: Reception Term: Autumn 1

Focus All About Me

Key Vocabulary:

Family, family members mum, dad, brother, sister, aunt, uncle, grandma, grandad etc. friends, emotions, happy, sad, scared, loved, mixed-up, cross, angry

Body parts- head, face, hair, eyes, eye brows, eye lashes, nose, ears, mouth, chin, shoulders, arm, wrist, hand, fingers, elbow, body, hips, spine, leg, knee, ankle, foot, toes.

Occupations-police, ambulance, doctor, nurse, firefighter, vet, teacher, dentist, opticians

Personal, Social and Emotional Development:

Understand class rules and routines

Know and develop friendly behaviour

See themselves as a valuable individual.

Build constructive and respectful relationships

Express their feelings and consider the feelings of others.

Identify and moderate their own feelings socially and emotionally.

Manage their own personal hygiene

Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, healthy eating, tooth brushing, amount of screen time, sleep routine, road safety.

RE: as theologians, we will:

Know and understand through the topic of Creation

I know that God made me.

I know God loves me and I am part of a family

I know we should look after ourselves and others

I know that God made our world

I know we should look after God's world

Expressive Arts and Design

Explore, use and refine a variety of artistic effects (drawing, collage, print) to express their ideas and feelings.

Return to and build on their previous learning to refine ideas.

Use different techniques and equipment to join materials together.

Create self-portraits defining colour shape and features. Show

different emotions in their drawings

Develop story lines in their pretend play.

Charanga Me! -Listen attentively, move to and talk about music, expressing their feelings and responses.

BIG Question: What makes me special?



Practise at Home:

Name practise.

Reading books, letter sound recognition and key words

Physical Development

Revise and refine fundamental movement skills of jumping, running, moving in different directions and pathways, awareness of space balance and following instructions.

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

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

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Develop the skills they need to manage the school day successfully e.g. lining up

Communication and Language

Understand how to listen carefully and why listening is important. Establish listening rules. Visual cards. Engage in listening games.

Learn rhymes, repeated refrains in stories, poems and songs.

Learn new vocabulary and use new vocabulary through the day. Vocabulary related to topic. Use picture cue cards to talk about an object/event. Model words and phrases. Review taught vocabulary in different contexts.

Describe events in detail i.e. personal experiences, sharing information about themselves. Use sequencing words.

Develop social phrases. Model talk routines e.g. How to greet each other on arriving to school.

Develop a passion for reading/books. Retell a story.

Engage in story times. 5 a day stories. Favourite book choices. Book corner. Model reading showing that print has meaning and we read left to right, top to bottom, point to words as we read, name different parts of a book.

Engage in non-fiction books related to topic to extend their knowledge and vocabulary

Mathematics

Count reliably to 5 objects

Recognise the numerals 1,2,3,4 and 5.

Begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice. And to understand that even if the order or arrangement changes, the number stays the same.

Match groups of objects to the correct numeral.

Compare two groups of identical and non- identical objects within 5. Identify which has more, fewer or whether they have the same amount, using matching, representing and subsidising strategies

Properties of 3D shapes. Describe and compare 3D shapes and their properties.

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Police and firefighters visit

Mrs Dalley to talk to children about being a safe pedestrian.

Key texts

Mae's First Day at School

Funnybones

Goldilocks and the Three Bears

Once There Were Giants

The Rainbow Fish

Oliver's Fruit Salad

The Colour Monster

Non-Fiction People Who Help Us

Kipper's Birthday

Kipper's Toy box

Literacy

Following RWI programme:-

Read individual letters by saying the sounds for them

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words.

Read simple phrases and sentences made up of words with known letter-sound correspondences and learnt exception words (RWI book bag books)

Re-read these books to build up confidence in word reading and fluency and understanding and enjoyment of the story.

Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Vote for a story

Demonstrates an understanding of what has been read to them by asking and answering questions about stories

Writing:-

Form lower case letters and capital letters correctly using memorable phrases from RWI

Spell words following RWI programme. Identify the sounds and then write the sounds

Orally say and memorise a sentence before having a go at writing it

Model how to read and re-read writing to check it makes sense.

Knowledge and Understanding of the World

Talk about members of their immediate family and community

Name a describe people who are familiar to them. Talk about the lives of people around them and the roles they have in society

Comment on images of familiar situations in the past.

Draw information from a simple map of where they live.