



THERE'S NO FULL STOP TO LEARNING

Year Reception

Term Autumn 1

Topic: Stories about Me!

Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential

Personal, Social and Emotional Development

Getting to know each other. Talking about our families and ourselves. Establishing and settling into routines of the school day. What are we good at? Games and activities to encourage sharing and building self-esteem.

To recognise different emotions. • To understand how people show emotions. • To focus during short whole class activities. • To follow one-step instructions. To independently be able to: wash hands; put on coat; change shoes into wellington boots; use the toilet • To explore the Reception environment. • To begin to understand the rules of a classroom. • To begin to become familiar with zones of regulation and use on a daily basis throughout. • To seek support from adults when needed. • To gain confidence to speak to others in their class and to adults. • To play with children who are playing with the same activity.

Physical Development

Exploring the Reception environment, both indoors and outside. Free flow activities on offer to strengthen both gross and fine motor skills. Developing fine motor skills through a range of tactile and stimulating activities. Keeping safe in the new environment.

To move safely within a given space. • To stop safely. • To develop control when using basic equipment e.g. scissors. • To use a dominant hand. • To mark make using shapes. • To begin to use a tripod grip when using mark making tools. • To thread large beads. • To use large pegs. • To hold scissors correctly and make snips in paper. • To use tweezers to transfer objects. • To make points in playdoh by pinching.

Literacy

Daily phonics sessions, games and songs. Phase 2 phonics. Handwriting games and activities. The Gingerbread Man, The Enormous Turnip, Anansi the Spider, The Stone Cutter. Mark-making and emergent writing. Opportunities for these in indoor and outdoor environments.

To use pictures to tell stories. • To listen to stories. • Read and engage in story time. • To independently look at a book, holding it the correct way and turning pages carefully. • To recognise their written name. • To recognise taught phase 2 phonic sounds. • To identify the initial sound in words. • To begin to orally blend sounds in short words e.g. sit, pat. • Children will sing the alphabet song daily so that they are exposed to letter names as well as letter sounds. • To copy letter shapes which are familiar to them e.g. from their name. • To give meaning to the marks they make as they write. • To copy taught shapes and letters. • To write the initial sounds in words.

Mathematics

Daily maths sessions as a whole class or groups. Integrating maths in the free flow environment. White Rose and Mastering Number maths schemes. Immersing number and maths into play and related vocabulary.

To recognise numbers 1-5. • To begin to subitise to 5. • To find one more of numbers to 5. • To find one less of numbers to 5. • To explore the composition of numbers to 5. • To match the written numeral to a quantity to 5. • To know addition facts to make 5. • To identify which group of objects has more. • To identify which group of objects has less. • To compare quantities up to 5. • To compare equal and unequal groups. • To count forward to 5. • To count backwards from 5 to 0. • To order numbers to 5. • To sort objects against given criteria. • To compare capacity, length, height and size. • To complete a repeating pattern of 2 objects or colours. • To recognise and name circle, square, rectangle and triangle. • To begin to explore the properties of 2D shapes. • To make shape pictures. • To order days of the week. • To sequence daily event using words related time.

Skills and Knowledge

Understanding the World

Talk about our families during circle times or in small groups. Discuss different interests and traditions, celebrating our community. Using the school garden on at least a weekly basis to observe changes, interact with nature and wildlife. Mantle of the Expert.

• To be able to identify how they have changed since they were a baby. • To be able to talk about their own lives – my family, my school, my world. • To recognise similarities and differences between themselves and their peers. • To know the name of the town where they live. • To talk about a simple map and draw information from it. • To describe what they can see, hear, smell and feel when they are outside. • To know features of their own immediate environment. • To identify and recognise the features of Autumn. • To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.

Expressive Arts and Design

Range of materials on offer in free flow time to ensure variety and freedom to express themselves. Props to support imaginative play. Tactile play and self-access to resources. Developing home corner role play. Children expressing themselves through music and dance. Family portraits. Mantle of the Expert provides a shared experience with each other. Collaborative imagination and creation through the Mantle. Learning the songs to the stories, joining in and singing them from memory at increasingly true pitch.

To name colours. • To create simple representations of people and objects. • To explore different techniques for joining materials. • To draw and colour with pencils and crayons. • To experiment with colouring mixing. • To use colours for a particular purpose. • To explore the work by artists or illustrators in stories. • To experiment with different instruments and their sounds. • To talk about whether they like/dislike a piece of music. • To create musical patterns using body percussion. • To act out favourite stories and songs.

Communication and Language

Free flow activities provided to encourage lots of talking and sharing of ideas. Group circle times discussing key areas of our topic. Language rich environment with quality interactions from adults. Vocabulary focus from key books and texts. Mantle of the Expert based around stories from around the world.

Understand how to listen carefully and why listening is important. • To understand why listening is important. • To talk in front of a small group. • To talk to their teacher and other supporting adults. • To learn new vocabulary linked to the topic learning.