



THERE'S NO FULL STOP TO LEARNING

Year: Reception

Term: Autumn 2

Topic: Look Up!

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

Celebrate the children. What are we good at? What do we like about each other? Celebrating the children's successes. Games and activities to encourage sharing, resilience and building self-esteem. Thinking about healthy eating and how to be healthy.

- To talk about how they are feeling; comfortable, uncomfortable.
- To consider how others are feeling and how their behaviour affects that.
- To change their behaviour to a range of situations.
- To have confidence to try new activities.
- To develop ability to follow the rules of the classroom – visual support, positive reinforcement, daily circle times as a class using zones of regulation prompts.
- To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.
- To begin to develop friendships.
- To begin to develop positive relationships with Reception staff.

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. Moving Matters sessions – Stories 2

- 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.
- To run, change direction and stop on a given signal.
- To jump, hop, balance and move in a variety of ways with increasing control.
- To hold a knife and fork correctly.
- To begin to use anticlockwise movements and retrace vertical lines.
- To hold scissors correctly and cut along a straight or zig zagged line.
- To use a tripod grip when mark making.
- To write taught letters using correct letter formation.

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 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.
- To sequence familiar stories.
- To join in with repeated phrases and actions in stories.
- To begin to answer questions about stories read to them.
- To enjoy an increasing range of books, which may include include fiction, nonfiction, poems and rhyme.
- To read taught irregular and high frequency words.
- To blend sounds to read words using taught sounds.
- To begin reading captions and sentences using taught sounds.
- To write their name.
- To use the correct letter formation of taught letters.
- To write words and labels using taught sounds.

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

Discuss different interests and traditions, celebrating our community. Learning about celebrations and festivals at this time of year – Lambeth SACRE. Using the school garden on 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 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.
- To talk about the lives of the people around us.
- To know some similarities and differences between thing in the past and now, drawing on experiences and what has been read in class.
- To know about people who help us within the local community.
- To identify different celebrations and how people celebrate.
- To talk about how Hindus celebrate Diwali.
- To know the Christmas story and how it is celebrated.
- To know how Jewish people celebrate Hannukah.
- To know how to be safe on Bonfire Night celebrations.

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 role play area collaboratively to create a space station. Children expressing themselves through music and dance – fire dances. Mantle of the Expert – Fourth Rock from the Sun, Animal Experts – shared experience with each other. Collaborative imagination and creation through the Mantle. Learning songs for end of term concert, 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 unit – Fourth Rock from the Sun, Animal Experts.

- 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.
- To engage in story times, joining in with repeated phrases and actions.
- To use new vocabulary throughout their learning and play.
- To answer a question in front of the whole class.