

Reception Autumn Term Learning

This term our learning themes are 'Ourselves' and 'Colour, Light and Celebrations'

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>To respond to visual and verbal prompts to learn the skills to help them to listen carefully on the carpet and in a range of situations.</p> <p>To learn new vocabulary linked to books and themes and use more confidently throughout the day.</p> <p>To describe events more confidently connecting one idea to another beginning to use connectives.</p> <p>To use talk more confidently to help to work out simple problems to organise thinking and use this to begin to explain how things work and why.</p> <p>To listen more carefully to and learn songs and rhyme how they sound.</p> <p>To engage in story times and in non-fiction books for a longer amount of time, join in with repeated actions and phrases.</p> <p>To hear and begin to learn some simple social phrases for example 'good morning'. Saying -please and thank you without being reminded.</p>	<p>To select and use resources with help when needed</p> <p>To identify and name their own feelings beginning to talk about when they have felt this way or why they feel this way.</p> <p>To identify how others might be feeling.</p> <p>To find ways to help themselves when they feel angry, upset or worried.</p> <p>To say 'please', 'thank you' and 'excuse me' at appropriate times with only occasional reminders.</p> <p>To develop appropriate ways of being assertive with only occasional reminders.</p> <p>To explain with support to an adult what has happened when they are hurt or upset, using descriptive vocabulary.</p> <p>To solve small conflicts, with adult support, through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p> <p>To understand with adult support how their actions affect other people, discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset.</p> <p>Follow two-step instructions with some adult support.</p> <p>Wait with increased patience, with adult modelling and support</p> <p>To be aware of school rules following these with reminders.</p> <p>To begin to understand the importance of oral health, be able to talk about what happens if we don't clean our teeth and visit the dentist.</p> <p>Identify and make choices about healthy foods.</p>	<p>Begin to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to 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 spoons</p> <p>To begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical activities.</p> <p>To begin to combine different movements with ease and fluency.</p> <p>To begin to use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To begin to develop overall body-strength, balance, co-ordination and agility.</p> <p>To begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>To begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

	<p>To understand the importance of physical exercise. Dress and undress for PE with some support. To put own coat on independently and attempt to do up. To realise that they sometimes make mistakes with support from an adult. To talk about what they are good at with support. Join in with a group of children who are playing beginning to listen to others viewpoints and suggestions with support. With support understand that at times our friends will want to play with others but that doesn't mean they are not our friend Show kindness towards others by helping, listening and supporting one another. To begin to show care and consideration to other people's feelings. To start to become more outgoing with unfamiliar people. To begin to build attachments to different adults and some new peers. Demonstrate friendly behaviour, with new peers. Begin to make new and different friends so forming a wider friendship circle</p>	<p>To begin to develop the skills needed to manage the school day successfully: - lining up and queuing - mealtimes To begin to dress and undress with some support.</p>
Literacy	Mathematics	Phonics
<p>The book we will be focussing on this term are: Once There Were Giants-Martin Waddel Martha Maps it out- Leigh Hodgkinson In every house in every street- Jess Hitchman A handful of buttons- Carmen Parets Luque The Colour Monster- Anna Llenas The Story of Rama and Sita- Malachy Doyle The Owl who was Afraid of the Dark-Jill Tomlinson The Nativity Story- E-book</p>	<p>The school uses the White Rose math scheme.</p> <p>The skills we are focusing on in maths this term are: Matching, sorting and comparing Talking about measure and pattern Different representations of numbers to 3 Circles and triangles Numbers to 5 Shapes with 4 sides</p>	<p>Supersonic Phonic Friends Basics 2:</p> <ul style="list-style-type: none"> • Set 1: s, a, t, p. • Set 2: i, n, m, d. • Set 3: g, o, c, k, • Set 4: ck, e, u, r, • Set 5: h, b, f, l • Set 6: ff, ll, ss

<p>To begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>To begin to re-read books or parts of books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To begin to answer questions about what they have read.</p> <p>To begin to anticipate/predict – where appropriate – key events in stories.</p> <p>To begin to use picture clues to make basic inferences.</p> <p>To begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to ask questions about what they have read with support.</p> <p>To begin to talk about and compare traditional tales and nursery rhymes making links to their own experiences.</p> <p>To begin to ask questions when things do not make sense.</p> <p>To begin to decide whether they like or dislike a story and why.</p> <p>To begin to read individual letters by saying the sounds for them.</p> <p>To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To begin to read some letter groups that each represent one sound and say sounds for them.</p> <p>To begin to read a few common exception (tricky) words matched to the Supersonic Phonic Friends phonics scheme.</p>		<p>Tricky Words: I, is, to, no, go, as, has, his, of, into</p> <p>To begin to read individual letters by saying the sounds for them.</p> <p>To begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>To begin to read some letter groups that each represent one sound and say sounds for them.</p> <p>To begin to re-read books with support to build up confidence in word reading, their fluency and their understanding and enjoyment.</p>
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<p>To begin to read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>To begin to re-read books with support to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>To begin to carry out mark making activities in a range of ways to develop pencil grip.</p> <p>To begin to copy/write own name.</p> <p>To learn letter formations (air writing and writing letters using various mediums)</p> <p>To begin to form some lower-case letters correctly.</p> <p>To begin to spell some CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>To begin to write some learnt tricky words.</p> <p>To begin to write short captions and/or sentences with words with known letter-sound correspondences.</p> <p>To begin to re-read words they have written with support to check that it makes sense</p>		
<p>Understanding the World</p>	<p>Expressive Arts and Design</p>	
<p>To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books</p> <p>To begin to look at and organise events using basic chronology.</p> <p>Begin to remember and talk about significant events in their own experience</p> <p>To notice and talk about how I have changed.</p> <p>To talk about other people and other people's family.</p> <p>To know that they and others are unique and special for different reasons.</p> <p>To talk about members of their immediate family and community.</p> <p>To talk about places and celebrations that are special to them and their family.</p>	<p>To choose own paints for a specific purpose and beginning to mix paints</p> <p>To be able to use a range of printing equipment</p> <p>To be able to draw simple line drawings of own choosing, adding more detail.</p> <p>To be able to use recycling materials to builds simple models.</p> <p>To explore a variety of artistic effects.</p> <p>To begin to learn new skills, tools and techniques safely.</p> <p>To begin to create sharing resources.</p> <p>To begin to explore materials</p> <p>To share creations with others.</p> <p>To engage in role play.</p> <p>To listen to and move to music independently.</p> <p>To watch and begin to talk about dance and performance art.</p> <p>To sing in a group or on their own.</p> <p>To engage in pretend play.</p> <p>To begin to explore music making and dance.</p>	

To begin to talk about and describe their environment and local area.

To explore simple maps.

To explore, notice and talk about objects in the environment, the natural world and the place they live.

To begin to independently notice seasonal changes in the natural world.

To explore changing states of matter like freezing and melting water discussing what they notice.

To notice growth, decay and changes over time.

To make observations of animals and plants.

To begin to understand the need to care for living things.

RE: Why is the word God so important to Christians?

Why do Christians perform Nativity plays at Christmas?

To begin to recount narratives and stories with peers and their teacher.

To learn a range of well-known nursery rhymes and songs.

To begin to learn songs, rhymes, poems and stories, and (when appropriate) try to move in time with music

Music

Exploring sound:

To understand how to listen carefully and talk about what I hear.

To know that sounds can be copied by my voice, body percussion and instruments

To understand that instruments can be played loudly or softly.

To know that music often has more than one instrument being played at a time.

Computing

To learn how to use the computers in the classroom safely

To learn how to programme a Beebot

To programme Beebot to reach a simple destination (just forward)

To programme Beebot to reach a destination (to include a turn)

To continue to learn how to use a mouse to control cursor

To use paint programme to draw a picture on Mini Mash with support.

To explore Mini Mash with support.

Ask an adult if I need help.