

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

<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>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>		
<b>Understanding the World</b>	<b>Expressive Arts and Design</b>	
<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>	

<p>To begin to talk about and describe their environment and local area.</p> <p>To explore simple maps.</p> <p>To explore, notice and talk about objects in the environment, the natural world and the place they live.</p> <p>To begin to independently notice seasonal changes in the natural world.</p> <p>To explore changing states of matter like freezing and melting water discussing what they notice.</p> <p>To notice growth, decay and changes over time.</p> <p>To make observations of animals and plants.</p> <p>To begin to understand the need to care for living things.</p> <p>RE: Why is the word God so important to Christians?</p> <p>Why do Christians perform Nativity plays at Christmas?</p>	<p>To begin to recount narratives and stories with peers and their teacher.</p> <p>To learn a range of well-known nursery rhymes and songs.</p> <p>To begin to learn songs, rhymes, poems and stories, and (when appropriate) try to move in time with music</p> <p><b>Music</b></p> <p><b>Exploring sound:</b></p> <p>To understand how to listen carefully and talk about what I hear.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments</p> <p>To understand that instruments can be played loudly or softly.</p> <p>To know that music often has more than one instrument being played at a time.</p> <p><b>Computing</b></p> <p>To learn how to use the computers in the classroom safely</p> <p>To learn how to programme a Beebot</p> <p>To programme Beebot to reach a simple destination (just forward)</p> <p>To programme Beebot to reach a destination (to include a turn)</p> <p>To continue to learn how to use a mouse to control cursor</p> <p>To use paint programme to draw a picture on Mini Mash with support.</p> <p>To explore Mini Mash with support.</p> <p>Ask an adult if I need help.</p>
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