

# RECEPTION AUTUMN TERM 1

## Key Question: How am I changing?

### Literacy

Throughout the Autumn term, Reception will be focussing on Phonics, handwriting, reading and comprehensions skills as well as grammar and punctuation. The development of quality vocabulary will be high profile.

### **Reading & comprehension**

Beginning to demonstrate understanding of what has been read to them.

Begin to retell a story through whole class shared, group & individual reading.

Anticipate key events in stories.

Begin to use recently introduced vocabulary during discussions about stories.

### **Phonics**

Using the 'Little Wandle' programme children will daily

- Begin to learn simple Grapheme Phoneme Correspondence (GPC) sounds
- Begin using the skill of decoding and blending sounds together to form words,
- Learn words that are difficult to sound out (tricky words)

### **Grammar and punctuation**

Begin to introduce the concept of capital letters, finger spacing and full stops.

### Maths

#### **Key skills**

#### **Number**

- Exploring numbers and composition to 5
- Recognise numerals to 5 and beyond
- Order numbers to 5
- Count objects and actions carefully
- Subitising to 5
- Compare numbers
- Begin to have an understanding of number to 10.

**Key Vocabulary:** Number names to 5 and beyond, more than, less than, subitise to 5, 1 more, 1 less, number bonds, how many? what can you see? How can you see it?

#### **Measure and patterns (no longer a goal but included in our curriculum)**

- Comparing sizes
- Comparing Mass
- Creating and exploring patterns
- 2D shapes

**Key Vocabulary:** Square, circle, triangle, rectangle, repeating pattern, longer, shorter, smaller, taller, day, week, month, year, autumn, spring, summer, winter, months of the year, days of the week.

## Writing

Encouraging correct pencil grip, beginning to learn correct letter formation.

Beginning to be able to hear initial, then final then middle sounds in CVC words.

**General reads:** Nursery Rhymes, I like, The Colour Monster, Giraffes can't dance, Funny Bones, Pumpkin Soup ; stories linked with celebrations; stories with familiar setting.

**Non Fiction text:** Rocky Rocket and Bernie Sparks, ; maps.

## Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## Word Reading:

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words.

## Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Key learning outcomes:

Children will be able to:

- Learn to count confidently
- Compare and order numbers in variety of ways
- Compare objects and group them by size, weight
- Recognise and create simple patterns
- Subitise up to 3

## Communication and Language

Listening and attention

**Key Skills:**

- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.

**Key learning outcomes:**

Children will be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.
- Make comments about what they have heard and ask questions to clarify their understanding.

Speaking

**Key Skills:**

- Learn new vocabulary.
- Use new vocabulary throughout the day in different contexts.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.

## Personal, Social and Emotional Development

Self-Regulation

**Key Skills:**

- Begin to express their feelings and consider the feelings of others.
- Begin to identify and moderate their own feelings socially and emotionally, with support.
- See themselves as a valuable individual.

**Key learning outcomes:**

Children will be able to:

- With support, begin to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engage in an activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

**Key Skills:**

- Begin to show resilience and perseverance in the face of challenge.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

## Physical Education

Gross Motor Skills

**Key skills:**

- Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping, etc.
- Develop overall body strength, balance, co-ordination and agility.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
- Begin to learn how to safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Begin to learn about different factors that support their overall health and wellbeing.

**Key learning outcomes:**

Children will be able to:

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

**Key skills:**

- Develop social phrases.
- Learn nursery rhymes.

**Key learning outcomes:**

Children will be able to:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences. Being encouraged to use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Key Vocabulary:** how, why, what, when, where, who, which, whose, Nursery rhymes (including Humpty Dumpty, Incy Wincy Spider and Jack and Jill)

- Able to go to the toilet by themselves and wash their hands afterwards.
- To be able to wash their hands using soap, when asked to.

**Key learning outcomes:**

Children will be able to:

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reason for rules, know right from wrong and try to behave accordingly.
- Begin to manage their own basic hygiene and personal needs.

Building Relationships

**Key Skills:**

- Begin to work and play co-operatively, with support.
- Take turns, with support.

**Key learning outcomes:**

Children will be able to:

- Work and play co-operatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

**Key Vocabulary:** take turns, share, team work, friends, help each other, be kind, make good choices, have a go, keep trying, choices and consequences.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

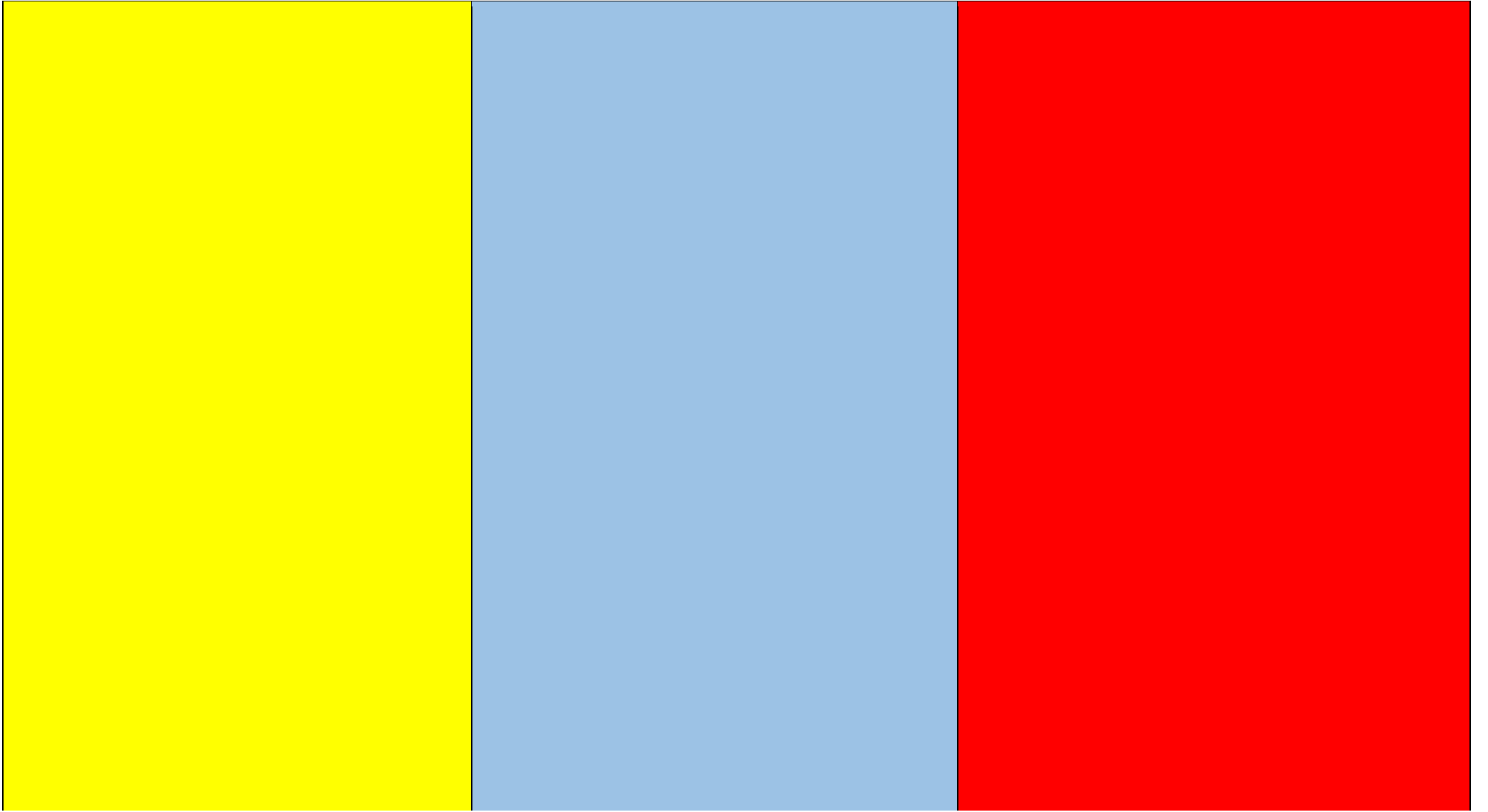
**Key learning outcomes:**

Children will be able to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

**Key Vocabulary:** safely, carefully, exercise, heart beating, breathing, faster, slower, fit, balance, find a space, healthy, wash hands, pinching, threading, pressing, squeezing, cutting

**This term:** Funky fingers activities set up daily for fine motor skills and outside area opportunities set up for development of gross motor skills (eg trikes, obstacle course, climbing frame etc)



## Understanding The World

Past and Present

### Key Skills:

- Talk about members of their immediate family.
- Name and describe people who are familiar to them.
- Comparing life stages of a human from babies to grandparents.

### Key learning outcomes:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books, read in class and storytelling.

People, Culture and Communities

### Key Skills:

- Talk about where they live and go to school.
- Talk about the features of these places.
- Look at a map of their classroom/playground/road and begin to understand features on it.

### Key learning outcomes:

- Describe their immediate environment (ie home, school) using knowledge from observation, discussion, stories, non-fiction texts and maps.

The Natural World

### Key Skills:

## Expressive arts and design

Creating with Materials

### Key Skills:

- Use and begin to control a range of media.
- Begin to draw with detail (bodies with sausage limbs and additional features).
- Draw things that they observe (eg a natural objects, fruit and vegetables)
- Begin to use their drawings as props when role playing.
- To be able to safely use tools such as scissors, hole punch, play dough tools.
- Create collaboratively, sharing ideas, resources and skills.
- Enjoy taking rubbings: leaves fallen from the trees.

### Key learning outcomes:

Children will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being imaginative

### Key Skills:

- Begin to develop storylines in their pretend play, with support from an adult.
- Explore and engage in music making and dance.
- Sing in a group.
- Begin to move to music.

### Key learning outcomes:

- Beginning to contrast their own environment with another.
- Beginning to understand the world around them – seasons, weather etc. Describe what they see, hear and feel whilst outside (Senses walk).
- Beginning to explore their own environment – using outside playground to talk about changing states.
- Learning about the process of harvesting vegetables.

**Key learning outcomes:**

- Explore the natural world around them, making observations.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Key Vocabulary:** birthday, holiday, party, house, family members, Ruislip Manor, weather, Spring, Summer, Autumn, Winter, decay, bloom, flower, rotten, cold, windy, hot, rainy, thunder, lightning, mist, fog, dew, harvest, crops.

**Through this topic:**

During the Autumn term: children will be going on an Autumn walk around the school to look for signs of Autumn.

Children will be able to:

- Begin to invent, adapt and recount narratives and stories with their peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes and stories with others and (when appropriate) try to move in time with the music.

**Key Vocabulary:** names of colours, safely, scissors, sellotape, hole punch, treasury tags, sticky labels, glue sticks, glue spatulas, paintbrush, paint, watercolours, pastels, crayons, coloured pencils, chalk.

**Through this topic:**

Self-portraits in paint, making pictures of themselves and their family, drawing maps, drawing and cutting out characters from stories, making stick puppets, daily wake up shake ups, funky fingers activities (threading, using tweezers, cutting activities etc), experimenting at self-resourcing art and craft area, using junk materials to create.

**Role play:** home environment.