

RECEPTION AUTUMN TERM 2

Key Question: What do we celebrate?

Literacy

Throughout Autumn term, Reception will be focussing on: 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.

To decode, use prosody and comprehension in guided reading sessions.

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) (See Little Wandle Programme Progression Overview)

Maths

Key skills

Number

- Exploring numbers and composition to 5
- Recognise numerals to 5 and beyond
- Order numbers to 5
- Counting forward and backwards
- Count objects and actions carefully
- /subitising to 5
- Compare numbers and amounts
- Representing numbers to 5
- 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
- Sorting objects
- 2D shapes

Grammar and punctuation

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

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: The Greatest Diwali, Rocky Rocket and Bernie Sparks, Little Glow You Must Bring a Hat, The Scarecrow's Wedding, Hanukah's Bear, Nativity; stories about celebrations;

Non Fiction text: Diwali; Christmas; celebrations now and then; 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:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- 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 common exception words.

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

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 5

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.

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.
- Retelling stories based on religious teachings.

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.

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.

Key learning outcomes:

Children will be able to:

- 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.
- With support, begin to show an understanding of their own feelings and

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:

- Make comments about what they have heard and ask questions to clarify their understanding.
- To retell a story using objects and props.

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.
- Develop social phrases.
- Learn songs (including Christmas songs).

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, Diwali character

those of others, and begin to regulate their behaviour accordingly.

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.
- 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.

- 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 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.

names, mendhi, Nativity character names, Christmas songs.

- Begin to build constructive and respectful relationships, 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.
- Begin to show sensitivity to their own and others' needs.

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

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:

- Learn about the history of celebrations such as Diwali and Christmas this term.
- Introduce timeline to show key celebrations over a calendar year.

Key learning outcomes:

- 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.

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 (e.g. themselves for self-portrait)
- 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.
- Create a Diwali diva from clay – thumb pot style.
- Beginning to learn how to join materials e.g. paperchains.

People, Culture and Communities

Key Skills:

- Understand that some places are special to members of their community e.g. church, temple.
- Recognise that people have different beliefs and celebrate special times in different ways e.g. Diwali, Christmas.
- Learn about Christmas around the world – how it's celebrated in different countries.

Key learning outcomes:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Key Skills:

- Beginning to contrast their own environment with another eg Sri Lanka (Diwali) and Bethlehem (Nativity) and North Pole (Santa).
- Beginning to understand the world around them – seasons, weather etc. Describe what they see, hear and feel whilst outside.
- Beginning to explore their own environment – using outside playground to talk about changing states.

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.

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:

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, masking tape, hole punch, treasury tags, sticky labels, glue sticks, glue spatulas, paintbrush, paint, watercolours, pastels, crayons, coloured pencils, chalk, join.

Through this topic:

Self-portraits using pastels, 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

- 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, changes, differences, Christmas, Nativity, Diwali, celebrations.

Through this topic:

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

This topic looks at where Diwali and Christmas celebrations came from and how Christmas is celebrated around the world.

tweezers, cutting activities etc.), experimenting at self-resourcing art and craft area, using junk materials to create, making Diwali and Christmas decorations, making a diva lamp (clay pot), singing and performing songs in a Nativity.

Role play: birthday party, stage, Nativity stable & Santa's Grotto.