

Me and My World

<p>Reception Autumn 1</p>	<p>Book of the Week <i>Harry and the Dinosaurs start school</i> <i>My Mum and Dad make me laugh</i> <i>Daisy, Eat your Peas!</i> <i>All in One Piece</i> <i>Supertato</i> <i>The Little Red Hen</i></p>	<p>Songs and Rhymes <i>I've got a body</i> <i>Oats and beans and barley grow</i></p>	<p>Enhancement <i>Visit to Matfen Woods</i></p>
<p>Communication and Language Listen and Attention: Listens to familiar stories with increasing attention and recall. Focusing attention – can still listen or do but can change their own focus of attention. Understanding: Responds to instructions with more elements. Beginning to understand why and how questions. Speaking: Beginning to use more complex sentences to link thoughts. Able to use language in recalling past experiences. Questions why things happen and gives explanations. Beginning to use a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Talks more extensively about things that are of importance to them.</p>	<p>Personal, Social and Emotional Development Making Relationships: Shows increasing consideration of other people's needs and will share play equipment. Looks to a supportive adult for help in resolving conflict with peers. Sense of self: Is becoming more aware of the similarities and differences between themselves and others. Shows confidence and self-esteem through taking risks and trying new things. Understanding Emotions: Talks about how others might be feeling and responds accordingly. Recognise that some actions and words can hurt others' feelings. Adapt their behaviour to different events, social situations and changes in routine.</p>	<p>Physical Development Moving and Handling: Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors. Health and Self-Care: Can wash and can dry hands effectively and understands why this is important. Observes and can describe in words or actions the effects of physical activity on their bodies. Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p>	<p>Characteristics of Effective Teaching and Learning: Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go' Active Learning MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do Creative and Critical Thinking THINKING Having their own ideas Making Links Working with ideas</p>
<p>Listen to a story and answer simple questions. Follow a set of simple instructions related to our set routine. Develop confidence to speak to adults and peers. Attending a Harvest Festival. Working together as part of a team during PE.</p>	<p>Talking about our family and sharing experiences. Discussing what makes a good friend. Discussing similarities and differences between ourselves and our friends. Use of texts to discuss feelings of happy, sad, angry and worried. Being thankful for our food. Understanding the importance of saying thank you. Sharing food with others who are less fortunate. Bringing food into school for our Harvest Festival. Taking turns when playing a game.</p>	<p>Introduce the idea of a space. Blow up a bubble around our body using three big puffs. Develop basic skills of jumping, running, hopping, skipping, and galloping. Play tag games such as 'Stuck in the Mud' and 'Farmers Field' to develop spatial awareness. Working together as a team to play a game called Robin Hood. Collect a beanbag and place in a hoop. The winning team has collected more beanbags.</p>	<p>Key Vocabulary Family - Extended family titles, uncle and cousin. Address - street, village, Whickham, England. Body parts - detailed parts, eyebrows, elbows and cheeks. Autumn - change, leaf shape, seeds, conker, acorn, spikey, branch, trunk, acorn, season and colourful. Harvest - farmer, crop, festival, fruit, vegetable and scarecrow.</p>

<p>Literacy</p> <p>Reading: Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms. Handles books and touch screen technology carefully and the correct way up with growing competence. Continues a rhyming string. Starts to link sounds to letters.</p> <p>Writing: Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p>Mathematics</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Attempts to create arches and enclosures when building, using trial and improvement to select blocks. Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Uses number names and symbols when comparing numbers, showing interest in large numbers. Estimates of numbers of things, showing understanding of relative size. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Increasingly confident at putting numerals in order 0 to 10 (ordinality). In practical activities, adds one and subtracts one with numbers to 5. Spots patterns in the environment, beginning to identify the pattern "rule".</p>	<p>Understanding the World</p> <p>People and Communities: Remembers and talks about significant events in their own experience. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>The World: Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Begin to understand the effect their behaviour can have on the environment</p> <p>Technology: Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Knows that information can be retrieved from digital devices and the internet. Plays with a range of materials to learn cause and effect.</p> <p>Hardware Double click and mouse control Draw picture using a paint program Use simple tools – paint fill, etc.</p>	<p>Expressive Arts and Design</p> <p>Creating with materials: Continues to explore moving in a range of ways. Develops an understanding of how to create and use sounds intentionally. Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Being Imaginative and Expressive: Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources to create props or creates imaginary ones to support play Plays alongside other children who are engaged in the same theme</p>
<p>Introduce phonics using Little Wandle Phase 2. Learning graphemes and their formation. Write names using correct formation. Visit our school library to choose a book to share at home. Paired reading with their buddy. Begin to write labels.</p>	<p>Sorting and grouping activities using equipment such as compare bears or natural resources found outdoors such as conkers. Count each group using 1:1 correspondence. Comparing two groups and identify which group has more or fewer. Introduce each numeral 1-5. Discuss composition of each number and how to form each numeral correctly. Subsidise amounts to 5 using objects and dice patterns. 1 more than/ 1 less than to 5. Number bonds to 5. Use Numberblocks. Continue a repeating pattern using a range of classroom resources or printing using fruit and vegetables. Ordering ourselves by height. Ordering a basket of vegetables by weight. Which is the heaviest? Creating pictures using 2D shapes. Singing number rhymes – 1,2,3,4,5 once I caught, 1,2 buckle my shoe, 1 elephant went out to play, 1 little finger, 1 potato and 5 little peas.</p>	<p>Naming different parts of our body. Discussing our family members. Who do you live with and where do you live? Share experiences and recall visits. Learning what is harvest and how we celebrate this. Attend a Harvest festival in school. Go on an autumn walk around the school grounds searching for signs that autumn has arrived. Collect objects and bring them back to the classroom to discuss. Make a scarecrow for Forest School. Baking bread and make vegetable soup. Visit Matfen Woods to observe seasonal change. Participate in a workshop from Teaching Trees.</p>	<p>Paint a self-portrait by selecting correct colours. Make a salt dough face to display in school. Learning how to colour mix – water, dab, colour then mix. Create a collage leaf by tearing tissue paper. Paint an Autumn printing. Observational drawing using fruit. Role play – home corner and hospital. Singing - I've got a body, Heads and Shoulders, You can build a little house, shake, shake the apple tree and Oats and beans and barley grow.</p>