

Reception Learning – Autumn Term



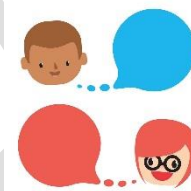
Personal, Social and Emotional Development
(*Self-Regulation, Managing Self, Building Relationships*)

- Learning the rules and routines at school
- Separating from parents/ carers at the beginning of the day
- Learning each other's names, making eye contact when speaking and using good manners
- Forming new friendships with our peers
- Sharing and taking turns – using our words to ask another child for a turn with a toy (support / modelling from adults to help us)
- Learning about feelings – our own and others
- Managing self-care – toileting, washing hands, dressing, exercise and healthy eating





Communication and Language
(*Speaking, Listening, Attention and Understanding*)

- Learning and singing nursery rhymes and songs
- Talking about the past and familiar experiences using different tenses as well as some conjunctions (e.g. and / because) when sharing their 'All About Me' diaries)
- Developing their use of language / vocabulary in role play area (e.g. Home corner)
- Developing conversational skills – making eye contact, listening to others and responding, taking turns to speak
- Listening to and following instructions involving two parts (with support if needed)
- Listening to stories and joining in with repeated refrains and anticipating rhyming words
- Answering simple how and why questions about stories that we have listened to
- Understanding some prepositions (e.g. 'put the teddy on the box')
- Retell familiar stories in own words using pictures and props (e.g. acting out Bear Hunt story on playground)




Physical
(*Fine and Gross Motor Skills*)

- Developing our balance and co-ordination in large movements (e.g. when using the trim trail and climbing frame)
- Practising moving in a range of ways; running, hopping, skipping, jumping
- Playing games and negotiating spaces with care
- Moving to music in different ways
- Developing our independence when getting changed and zipping up our coats
- Developing our fine motor skills by using playdough, mark making, scissors and painting
- Practising holding a pencil between our thumb and finger
- Making healthy choices at snack time
- Learning how we stay fit and healthy

Literacy
(*Comprehension, Word Reading, Writing*)

- Listening to and joining in with rhymes
- Recognising and writing our names
- Looking at books, turning the pages and talking about the pictures, pointing to the words (track the text left to right)
- Learn the single letter sounds and begin to learn some digraphs (e.g. ch, sh)
- Listening to the sounds in words: initial sounds and blending sounds together to make a word
- Starting to form some recognisable letters and make marks with meaning
- Write some cvc words / initial sounds using sounds learnt in phonics
- Learning some high frequency words (pink words) and recognising these in our reading books
- Start to understand new vocabulary in stories read (e.g. stumble – 'Bear Hunt')
- Recall events in stories and predict what might happen next




Mathematics
(*Number, Numerical Patterns*)

- Counting aloud and singing number songs
- Developing our counting skills: putting objects in a line and counting them carefully, saying a number for each one and understanding that the last number we say is the total
- Subitise 1, 2 and 3 objects (recognise how many without counting)
- Comparing quantities, using the language more, fewer and the same
- Count small groups of objects, match to numerals to 5

Look at numbers up to 6

- Find one more and one less
- Order numbers
- Recognise numerals
- Know different ways to make 6
- Addition and subtraction to 6 using objects





Shape, Space and Measures

- Learn some of the shape names and describe them e.g. this has straight sides
- Use simple positional language such as next to...
- Recognise simple repeating patterns and start to copy
- Start to explore / measure capacity, length and weight of objects

Expressive Arts and Design
(*Creating with Materials, Being Imaginative and Expressive*)

- Retell stories and act out familiar experiences in role play area (e.g. home corner)
- Using different media to make our own artwork (e.g.) paints, collage materials
- Mix paints to make different colours / shades (e.g. painting autumn trees / making colour lighter or darker by adding white / black)
- Developing our drawing skills, using shapes to represent objects
- Use a variety of construction materials to build models and towers
- Make 3D props for Christmas play using junk modelling
- Draws pictures using different lines and shapes to represent things (e.g. teddy bear drawings)
- Listen to and join in with songs and rhymes
- Use instruments to make different noises and change their sound (e.g. quieter / louder)
- Copy a simple clapping rhythm / tap out a rhythm using claves


Understanding the World
(*Past and Present, People, Culture and Communities, The Natural World*)

Past and Present

- Space -Talk about how people didn't used to be able to travel to space (we didn't have rockets then). Neil Armstrong – first astronaut to land on the moon
- Nursery rhymes – been sung for a long time
- Nativity story
- Bonfire night – story of Guy Fawkes

People, Culture and Communities

- Different celebrations and how / why people celebrate these – Christmas, Diwali
- Talk about ourselves; our families, what we like to do and any special events or memories that we have



The Natural World

- Bears – look at different types of bears and where they live. Make comments on what children notice (what's the same, what's different?)
- Autumn – talk about changes they notice outside
- Nocturnal animals / hibernation – what is this and find out some animals that are nocturnal and that hibernate

