

Personal, Social and Emotional Development

Settling in to school life, learning the rules, routines and expectations. Taking responsibility for their own belongings, e.g. coats, jumpers, book bags, etc. Learning the names of/starting to interact and play with their new friends. Participating in circle time - being kind to one another/setting class rules. Discussing 'Who is your friend and why?' Having a good understanding of what rights are and how rights link directly with responsibility. Understanding the importance of treating everyone with respect.

Mathematics

Reciting numbers to 10, then 20. Say and use numbers in songs, rhymes and stories. Count up to 10 objects in a line, or by moving them. Count out up to 10 objects from a larger set (know when to stop!). Begin to match numerals to the number in a set. Order numerals to 10. Counting how many children are at school each day using self-registration. Continue a repeating pattern with two colours/shapes/objects. Say the next number. Find different ways to partition sets of five objects. Early subtraction - Guess how many are hiding. Mental addition by partitioning, mental subtraction by counting up. Understand zero to describe an empty set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions. Recognise £1 and £2 coins. Compare prices in pounds up to £10 (by making lines of pound coins). Solve practical problems in role play. Compare two lengths and heights using direct comparison; use language of longer, shorter and taller Use uniform non-standard units to measure items up to 10 units long. Put three lengths, heights in order. use the language of 'more' and 'less'. Using positional language: over, under, through, next to, alongside etc. Begin to describe 3D shapes. Use to print and make models. Name circles, squares and triangles. Develop an awareness of the passage of time, i.e. learning the routine of the day. Days of the week in context, months of year. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).

Religious Education

Learn school prayers

Introduce the Bible

The Creation story, Advent, The Nativity, Christmas

Literacy

Participating in specific literacy sessions (phonic input, guided reading, etc.)
Phonics- : blending and segmenting cvc words, continuing a rhyming string.
Learning to recognise/read high frequency words
Sharing stories and nursery rhymes, Looking at non-fiction books- showing an understanding by retelling stories in their own words.
Developing independent writing- focusing on letter formation
Mark-making, developing correct letter formation; daily practise readding captions, sentences. labels etc lists, labels, letters, postcards, shopping lists, menus, recipes.

Reception - Term 1

2021

Topics developed through child-led and individual interests as well as looking at Diwali, Christmas, Autumn, Families, Our Area.

Expressive art and Design

Exploring home corner and acting out roles. Perform songs, rhymes and poems as a class.
Focusing on small details through drawing and painting self and family portraits.
Using different media - paint, junk materials, pastels etc.
Exploring lines and colours
Making junk models - explore a variety of joining techniques (glue, sellotape, split pins, string)
Singing songs/rhymes, making up words to familiar tunes
Use simple instruments to create music
copy and create a rhythm

Physical

Developing an awareness of their own and others' space in P.E. and dance sessions.
Developing independence in managing their own clothes, i.e. buttoning and unbuttoning cardigans, doing up their own coats, etc.
Beginning to dress/undress for PE.
Developing fine motor skills including accurate pencil grip and scissor control. Joining and connecting materials
Manipulation of tools and construction materials building with a range of materials
Using the outdoor area to develop gross motor skills.
Exploring different ways of travelling- skipping, running, hopping and jumping.

Communication and Language

Recounting experiences eg from the weekend or holidays.
Learn to listen and ask questions in 'show and tell'.
Joining in with role-play. Introduce a storyline or narrative to play
Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Join in with circle times and whole class discussions, expressing ideas and opinions. Develop the ability to form a what, when, why question.

Understanding the world

Talking about who is in their family and where they are from.
What languages are spoken? Where do they live?

The traditions, food and music from different countries or cultures-look at festivals ie Diwali, Harvest, Guy Fawkes, Christmas. How have traditions changed from the past ?
Exploring autumn/winter and seasonal changes-look at animals, plants and weather.
Developing ICT skills:
Using the interactive whiteboard in class to support other areas of learning.
Thinking about 'our local area' and talking about places we have visited. Using language: town, village, city, hill, stream, river, wood, forest. Who lives in our area and what roles do they have ?