

## Personal, Social and Emotional Development (Prime Area)

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(Specific Area)

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 (for example pound shop). 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, for example story. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).

## Religious Education

Learn special and School prayers  
The Bible  
The Creation, Gods gifts  
People Who Help Us  
Advent  
The Nativity (The Christmas Story)

## Literacy (Specific Area)

Participating in specific literacy sessions (phonics input and guided reading.)  
Phonics-Letters and Sounds: blending and segmenting CVC words  
Learning to recognise and read high frequency words  
Sharing stories, Nursery Rhymes and Non - Fiction  
Developing independent writing- focusing on letter formation  
Mark-making with a focus on developing correct letter formation encouraged. Writing lists, labels, letters postcards menus, recipes etc.

## Reception - Term 1 2018

Topics developed through child-led and individual interests

The Characteristics of Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

## Expressive art and Design (Specific Area)

Exploring home corner and acting out roles  
Engaging in large scale creative activities  
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  
Singing songs/rhymes, making up words to familiar tunes  
Use simple instruments to create music

## Physical (Prime Area)

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.  
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.  
Daily dough disco to help with fine motor skills.

## Communication and Language (Prime Area)

Recounting experiences e.g. from the summer holidays.  
Talking about our families and describing them.  
Circle time.  
Joining in with role-play.  
Participating in Show and Tell sessions.  
Able to use talk to organise, sequence and clarify thinking, ideas, feelings and events. Develop the ability to form a what, when, why question.

## Understanding the world (Specific Area)

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 countries, cultures and festivals i.e. Diwali  
Exploring Autumn and seasonal changes.  
Developing ICT skills, including use of i-pad bank, programmable toys (learning rules of use, care with the equipment, etc.)  
Using the interactive whiteboard and computer in class to support other areas of learning.  
Visiting local places such as Library and Theatre  
Using senses - What can we see, hear, smell?