

Reception Autumn term

Our key question for Autumn 1 is- 'Who is special to me?' Our key question for Autumn 2 is- 'How can we celebrate together?'

Our curriculum is based on the 7 educational programmes- communication and language, personal, social and emotional development, physical development, literacy, Mathematics, Understanding the world and expressive arts and design.

This topic map gives you an overview of our planning for the first term and is designed to give you an insight into your child's learning.

Our 4 aspirations are:

To grow an insect friendly garden and talk about changes observed over time.



To plan and sustain attention when deciding what they are going to explore in the environment and show increasing levels of perseverance and resilience.



To explore and perform music from some different cultures.

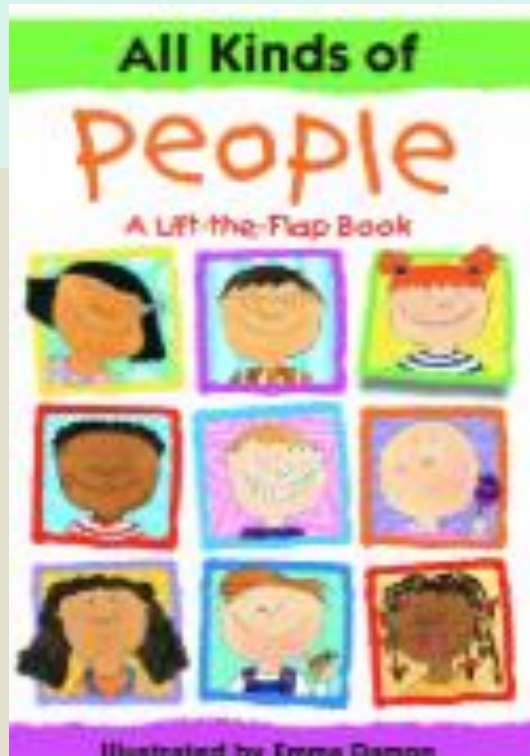


To choose a favourite story, poem or rhyme and retell in their own way to a small audience using props and music effects.



Understanding the world

- Talk about who makes up our families and describe them.
- Talk about people who help and care for us.
- To talk about what we see and hear in the environment.
- To identify key signs for Autumn and Winter.
- Talking about things that have happened.
- To learn about different celebrations.
- To remember something that happens in the Bible story of Creation.
- To recognise that Christians use God's name with care because God is their creator.
- To recognise that the word 'God' is an important name for Christians.
- To talk about my own interests.
- To name and identify body parts.
- To learn about the Christmas story.



Personal, social and emotional development

- Learning our school rules and routines.
- Making friends and playing collaboratively.
- To share and take turns with others.
- Learning to name and understand their emotions.
- To go to the toilet independently.
- To try new activities independently and select resources.
- Building resilience to try again even when faced with challenges.
- Building patience to wait their turn.
- To put a coat on and zip it up.
- To put on a jumper/cardigan and take it off independently.

Physical development

- This term we will support the children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.
- There will be repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools to allow children to develop proficiency, control and confidence.
- The children will be using a range of small and large equipment.
- To use writing implements to draw shapes and some taught letters.

Expressive Art and Design

- Experimenting with different tools, equipment and materials.
- Saying what they like about their creations.
- To know that red, yellow and blue are the prime colours and from these other colours can be made.
- To use their bodies to move to music.
- To know that different media creates a different effect.
- To draw shapes, draw straight and curved lines.
- To mould dough/clay by pinching, rolling, stretching and squeezing.
- To create a painted self portrait using mirrors.
- To use the language of designing and making (join, build, shape).
- To use equipment and tools safely.

Mathematics

Subitise objects and sounds.

Using 1:1 correspondence when counting.

Focus on the composition of numbers up to 5.

Compare sets using the language 'more than, fewer than, an equal number'.

Match numerals to quantities within 10.

To verbally count beyond 20.

To match physical objects and pictures.

To sort objects and create sorting rules.

Compare size, mass and capacity.

Explore, copy, continue and create simple patterns.

To find 1 more and 1 less of a given number.

Identify and name circles and triangles.

Describe position.

Identify and name shapes with 4 sides.

Writing numbers 0-5.



Literacy

- To read some common exception words
- To recognise their name.
- To answer basic retrieval questions.
- To show understanding of what is read by or to them by naming main characters and key events.
- To have a broadened experience of stories and then name stories that they have read and enjoyed.
- To write recognisable letters, most of which are correctly formed in the school agreed style.
- To write CVC words.
- To write their own name.
- To link sounds to letters.
- To orally segment the sounds heard in words.
- To represent initial sounds using taught phonics.
- To grip a pencil between 2 fingers and a thumb (tripod grip).
- To retell simple stories.
- To describe an event or object using a picture prompt.
- To write labels and phrases.
- To spell words by identifying sounds in them and representing the sounds with a letter or letters.
- To know when writing at a table, to sit on a chair with their back against the back of the chair.
- To know when writing at a table, to have their elbow and forearm on the table. Use a comfortable grip with good control when holding pens and pencils.
- To use one dominant hand for writing.
- To blend CVC words containing taught sounds.

Communication and language

- Listening to each other.
- Learning to follow a series of instructions.
- Getting to know each other.
- To learn new vocabulary.
- To communicate our needs and feelings.
- To use words like 'because' / 'or' to extend sentences.
- To answer who, what, where and why questions.
- To use the personal pronoun 'I' when talking about themselves.
- Sing songs, rhymes and poems.
- To speak in a sequence of sentences that link together.
- To ask who, what, when and why questions.
- To talk in present and past tense.

