

## Communication & Language

**Listening & Attention** – The children will begin to listen to others one-to-one or in small groups and listen to familiar stories with increasing attention and recall. We will be looking at bear themed stories such as ‘Where’s My Teddy?’, ‘The Bumblebear’ and ‘We’re going on a Bear Hunt’. The children will also learn to follow directions and will show lots of variability in their listening behaviour.

**Understanding** – The children will begin to understand ‘how’ and ‘why’ questions and will respond to instructions with several elements. The children will continue to develop their conversational skills and have a growing understanding of humour.

**Speaking** – The children will use more complex sentences to link thoughts and will be able to recall some past experiences. They will also absorb and use language they hear around them in their community and culture and build up their vocabulary to reflect the breadth of their experiences. The children will learn a range of new words relating directly to our topic and will use this language to describe themselves, their families and things that are important to them.

## Personal, Social & Emotional Development

**Making Relationships** – The children will begin to seek out companionship with adults and other children, sharing experiences and play ideas. They will also become increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. They will also have a growing understanding of what makes a consistent and stable relationship.

**Sense of Self** – The children will recognise that they belong to different communities and social groups and communicate freely about their own home and community. They will enjoy a sense of belonging through being involved in daily school tasks and routines, and will become increasingly outgoing towards new people and in new social situations, such as going to assembly.

**Understanding Emotions** – The children will express a wide range of feelings and emotions and become increasingly able to manage these emotions. They will also talk about how others might be feeling and respond according to their understanding of the other person’s needs and wants. They will also begin to understand that expectations vary depending on different events, social situations and changes and adapt their behaviour.

## Physical Development

**Moving & Handling** – The children will develop their ability to use a range of climbing and balancing equipment. They will continue to develop their spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. They will also be able to apply these skills when we visit forest school and during our PE sessions. The children will learn to handle tools, objects, construction and malleable materials safely and with increasing control and intention. They may also begin to show a preference for a dominant hand and begin to use this during mark making and writing activities.

**PE:** Best of Ball Skills & Gym in the Jungle

**Health & Selfcare** – The children will begin to establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and will start to explain why this is important. Most of the children will also be able to manage their own toileting needs and will stay clean and dry while at school. During physical activity, the children will be able to observe and describe in words or actions the effects that this has on their bodies. The children will be able to independently dress and undress for P.E, and feed themselves during snack and lunchtimes.

## Religious Education

**Domestic Church: Myself** – *Being part of God’s family.* The children will learn about the importance of their name and understand that God knows and loves them.

**Baptism: Welcome** – *Welcome to God’s family.* The children will learn what it is to welcome and be welcomed. They will understand that Baptism is a welcome in to God’s family.

**Judaism – Hanukkah** – To explore Jewish celebrations and signs & symbols of Jewish prayer.

**Advent/Christmas: Birthday** – *Christmas.* The children will learn about what a birthday is and about Advent and looking forward to Christmas, which is Jesus’ birthday.

**Our Values:** *Eloquent & Truthful – Learned & Wise*

## Spanish

Reception will have a go at answering the register in Spanish using greetings like ‘buenos días’ or ‘hola’ as well as answering ‘where is [insert name]?’ by saying ‘I am here’.

## Literacy

**Reading** – the children will enjoy an increasing range of print and digital books, both fiction and non-fiction and recall and discuss stories or information that has been read to them. Daily reading will take place to develop skills and a love of reading.

**Read, Write, Inc Phonics Sessions** - the children will be learning speed sounds and will begin to blend sounds to read and write words. They will begin to learn some common exception words to support reading, writing, comprehension and spelling. Daily reading will also take place and plenty of opportunity for recall of sounds.

**Writing** – the children will learn to give meaning to the marks they make as they draw, write, paint and type. They will start to develop their phonic knowledge by linking sounds to letters and begin to write some recognisable letters, such as the letters in their own name.

## Mathematics

The children will use some number names and number language within play and become increasingly confident at counting. They will develop their recognition of numbers and will begin to subitise numbers up to five. Through play and exploration, the children will begin to learn that numbers are made up (composed) of smaller numbers and begin to use their understanding of number to solve practical problems in play and meaningful activities. The children will continue to develop their spatial awareness and will engage in puzzles, use directional language and create maps of our school. They will explore shape, using both informal and mathematical language to describe them. The children will explore patterns and measurements, engaging in a variety of both adult and child-led activities.

## Understanding the World

**People & Communities** – The children will enjoy joining in with family customs and routines. They will begin to talk about past and present events in their own life and in the lives of their family members. They will also be able to talk about some similarities and differences between themselves and others, and among families, communities, cultures and traditions. We will explore several different events and significant dates such as Remembrance Day, Bonfire Night, Advent and Christmas.

**The World** – The children will comment and ask questions about aspects of their familiar world and through our Physics science learning unit: Light, Space, Electricity & Movement. They will also look at seasonal changes and explore our outdoor environment, including our weekly visits to Forest School.

**Technology** – The children will begin to develop their digital literacy skills by accessing a range of technologies e.g. iPad, IWB, BeeBots etc.

**SCIENCE:** Physics – Light, Space, Electricity & Movement **GEOGRAPHY:** Exploring Maps – Outdoor Adventures **HISTORY:** A Peak into the Past – Adventures Through Time

**COMPUTING:** Computing Systems and Networks 1 – Programming 1.

## Expressive Arts & Design

**Creating with Materials** – The children will enjoy moving in a range of ways and will begin to join in with moving, dancing and ring games. They will also begin to make their own music, using a variety of different instruments from around the world. The children will also develop their own ideas through experimentation with a range of materials, to express and communicate their discoveries and understanding.

**Being Imaginative & Expressive** – The children will engage in imaginative play based on their own ideas or first-hand or peer experiences. They will use available resources to create props or create imaginary ones to support their play and will play alongside other children who are engaged in the same theme. The children may also introduce a storyline or narrative into their play guided by the real-life experiences that we give them.

**ART:** Drawing – Marvellous Marks

**DT:** Structures – Junk Modelling

## RECEPTION Autumn Term

### All About Me & Around My School

