



## **Our Learning in Reception**

### **Autumn Term**

**Our topics are ‘What makes me special?’ and ‘How do people celebrate?’**

### **Literacy**

Our learning will include the following texts:

- Well known nursery rhymes;
- Little Red Riding Hood, a traditional tale;
- Human Body, a non-fiction text;
- Funnybones, by Janet and Allan Ahlberg;
- The Scarecrow’s Wedding, by Julia Donaldson;
- Meg and Mog, by Helen Nicoll;
- Cake, by Sue Hendra;
- Elmer, by Davis McKee;
- Perfectly Norman, by Tom Percival;
- Hansel and Gretel (traditional tale);
- The Snowman, by Raymond Briggs.

Throughout the year, we have focus weeks on poetry. We read and sing rhymes and poems regularly. This supports the children’s understanding of rhyme, introduces new language, and helps to promote a love of poetry.

Throughout the Autumn Term, we offer a range of opportunities to create writing, often using the above texts as our starting points. Throughout the provision areas we encourage the children to freely mark make and produce their own emergent writing.

We have daily whole class phonics sessions following the Essential Letters and Sounds programme. Children will learn 4 new sounds each week, as well as harder to read and spell ‘tricky’ words.

Children will access our wordless Lilac Level reading books where they can tell their own stories by looking at the pictures. As the children learn new letter sounds they will

be given the opportunity to practise blending the sounds into words in simple texts and sound books. Small groups will begin Guided Reading sessions.

## **Maths**

### **Autumn Term Reception Maths Objectives (from Development Matters 2021):**

- Count objects, actions and sounds;
- Subitise;
- Link the number symbol (numeral) with its cardinal number value;
- Count beyond 10;
- Compare numbers;
- Understand the 'one more than/one less than' relationship between consecutive numbers;
- Explore the composition of numbers to 10.

Children will be given the opportunity to explore numbers in depth and detail, for example, reciting to 5, counting 5 objects from a larger group, recognising the numeral 5, learning how to write the numeral 5, saying what is one more and one less than 5, ordering numbers to 5, matching sets of objects to numbers 1-5 etc.

In addition to our daily number work, we will also be learning about space, shape and measures, for example, using positional and directional language in PE lessons, exploring shape by building with small and large blocks, using the language of time as we talk about days of the week or what we did at the weekend, and comparing capacity, length and weight using sand, water, malleable materials and non-standard measures such as blocks or counters.

## **Communication and Language**

'Children's language underpins all seven areas of learning and development. Children's back and forth interactions form the foundations for language and cognitive development. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.' (*Statutory Framework for the Early Years Foundation Stage – March 2021*)

Children in Reception have daily story time and regularly sing songs and rhymes.

Children have the opportunity to develop their language skills through role play, storytelling, imaginative play, and conversation with their friends and the adults in the school.

Children will be learning to:

- understand how to listen carefully and why listening is important;
- talk about stories - answering simple questions, talking about characters and main events;
- sing rhymes and songs, listening carefully to how they sound;
- use new vocabulary – talking about new and interesting words and what they mean;
- develop social phrases such as “Good morning” and “Good afternoon”.

### **Personal, Social and Emotional Development (Relationships Education)**

Children in Reception will be learning:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children’s rights are universal, and that their own rights and the rights of others should be respected;
- to express their feelings and consider the feelings of others;
- to identify and moderate their own feelings socially and emotionally;
- to see themselves as a valuable individual and that it’s ok to be different;
- to understand how to build their Characteristics of Effective Learning such as persistence, curiosity and imagination, and to develop a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- ‘Settling In’ – talking about ourselves, our families and our friends, creating our Class Charter;
- ‘It’s Ok to be Different’ – talking about how we are the same and different; respecting others.

## **Physical Development and Physical Education**

In Reception class we focus on fine motor skills and gross motor skills.

Gross motor skills are developed through PE sessions and physical play, including large construction outdoors, bikes, using the trim trail, and playing games.

Fine motor skills are developed through a wide variety of activities and resources including playdough, painting and drawing, pegboards, and Dough Disco.

In our PE sessions this term we will cover fundamental movement skills and spatial awareness, and be introduced to some simple games through the Move With Max programme.

We will also talk about health and wellbeing, including oral hygiene, healthy eating and how to self-regulate emotions.

Children will develop knowledge and skills, to include:

- how to move in a variety of ways safely;
- how to sit correctly with good posture;
- how to use tools safely and competently;
- how to be independent with dressing and personal hygiene.

## **Understanding the World**

Our learning in this area of the curriculum provides the foundation for Science, Geography and History in Key Stage 1.

Our learning in this area will focus on ourselves:

- What makes us the same and different?
- How have I changed since I was a baby?
- Who is in my family?
- Observing and exploring the natural world using my senses (including Forest School sessions);
- Healthy eating;
- Oral hygiene;
- Similarities and differences between families, communities, cultures and traditions.

## **Religious Education**

Our focus this term is “Special Times” and we will be looking at Harvest, Diwali and Christmas. We will ask how people celebrate at different times, looking at similarities and differences.

## **Expressive Art and Design**

Our learning in this area of the curriculum provides the foundation for Art, and Design and Technology in Key Stage 1.

Our learning in this area will focus on 'Faces' and 'Fireworks'.

Children will first be exploring a range of ways to represent themselves in a portrait including drawing, painting, loose parts, natural materials and food collage as we look at the artist Arcimboldo.

Then we will explore a range of techniques to create firework patterns including chalks, pastels, paint, and natural materials.

We will also do some simple photography in our Forest School sessions.

## **Expressive Art and Design - Music**

Our themes in our Music sessions will be 'All About Me' and 'Light and Dark'.

We will first explore vocal sounds, moving to a pulse and singing action songs, followed by creating sound patterns, exploring tempo, dynamics and loud and quiet, and playing to a pulse or beat.