

Reception Autumn A

CLL

Understanding how to listen carefully and why listening is important. Work in small groups, talking about home and community. Model and promote active listening skills on a day to day basis.

Learning new vocabulary. Children listen to stories, poems and rhymes and uses newly learnt vocabulary on a day to day basis. Draw out vocabulary in the text and encourage children to use it when speaking and writing.

Articulate their ideas and thoughts in well formed sentences. Talk about their own homes and families and what people do to celebrate different festivals. Talk about what happens in autumn and what we saw at Aston Park. Model using past, present and future forms accurately when speaking.

Listen to and talk about stories to build familiarities and understanding. Use vocabulary and forms of speech that are increasingly influenced by books. Retell stories verbally and develop a deeper understanding of the text. Children listen stories such as owl babies, we are going on a bear hunt and So much. Draw out vocabulary and have a wide range of books for children to share at home and school.

Learn rhymes, poems and songs. Sing a variety of rhymes, songs and to recite the poem Goodnight Moon.

Engage in nonfiction books. Sharing non-fiction books about Autumn and understanding the key features of the text such index page and contents page.

Literacy

Read individual letters by saying the sounds for them. Teach during phonics. Letters in the indoor and outdoor environment to support children in recognising the letters.

Blend sounds into words, so that they can read short words made up of know letter-sound correspondences. Model how to say the sounds for the letters from left to right and blend the them. Explicitly teach during phonics, guided reading and during adult led activities.

Reads a few common expectation words. Read phase 2 and 3 tricky words.

Read simple phrases and sentences. Explicitly teach during phonics and guided reading. Provide words and sentences in the environment for children to engage with and practise their reading skills.

Form lower case and capital letters correctly. Teach the correct letter formation and model during teaching.

Spell words by identifying the sounds and the writing the sound with letter/s. Teach children to segment words listening carefully to the phonemes.

Write short sentences with words known sound-letter correspondence using capital letters and full stops. Model how to write short sentences in phonics and literacy. Support children in forming a complete sentence before writing. Help children memorise the sentence before writing.

PSED

Understand the rules and routines of school and behavioural expectations. Role play with puppets acceptable and unacceptable behaviour. Make up class rules together. Circle time. **See themselves as valuable individual.** Circle time talk to the children about their family, likes, dislikes, and culture. Children know the importance that they are all individual and this must be celebrated.

Build constructive and respectful relationship. Children know the importance of listening to each other. Children learn about taking turns and sharing the resources.

Develop confidence and select resources in the classroom independently. Ask for help when necessary. Work in small groups and one to one with adults.

Managing their own needs. Model practices that support good hygiene such as hand washing before meal times, after using the toilet and when coming in from the outdoor environment.

All About Me

UW

Recognise that people have different beliefs and celebrate special times in different ways. Talk about the people in their family and lean about people in other people's family. Talk about what their families do at home and where they go.

Talk about members of their own immediate family and community. Compare their family with the family of others. Look in mirrors and talk about their own reflection. Share information and pictures of their own family, giving time for children to ask questions or make comments. Discuss how people have different skin, hair and sizes. Discuss the languages they speak and where their family is from.

Understand that some places are special to members of their own community. Name and explain the purpose of places of worship and places of local importance. Talk about the similarities and differences between worship places and the importance for their community.

Explore the natural world around them. Describe what they can see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Go on an autumn walk to Aston Park. Look for signs of autumn and the changes that happen at this time. Talk about what they see, feel and hear. Talk about the differences to other seasons such as summer, winter and spring. Observe and draw pictures of the natural world, including animals and humans.

EAD

Explore and engage in music making and dance, performing in solo and groups. Learn Autumn songs and playing musical instruments in time with the rhythm. Play music with a pulse for children to move in time with (Autumn dance). Children encouraged to explore the sounds and create their own music in the outdoor environment. Learn a choreographed dance routine and then children to explore different ways of change the steps and techniques learned.

Return to and build on previous learning, refining ideas and developing their ability to represent them. Use their imagination to make their own creations and encourage children to use range of materials to construct with and reflect on their achievements. Create simple representations of their family and autumn objects and animals.

Explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to develop their colour mixing technique with support to represent the colours of autumn leaves. Make prints of autumn leaves and autumn objects.

Develop storylines in their play. Children to have a range of materials and props to encourage their imagination in their play. Model how to use the resources to act out or

PD

Develop the foundations of a handwriting style which is fast, accurate and efficient. Practise handwriting daily. Practise and model forming letters correctly in phonics and literacy. Provide opportunities for children in structured activities for children to draw, write or copy.

Use their core muscle strength to achieve a good posture when sitting at the table or sitting on the floor. Model and reinforce sitting with good posture.

Know and talk about the different factors that support their overall health and wellbeing. Discuss the importance of physical activity. Try different types of exercise. Discuss what exercise we do and what we enjoy. Encourage children to be as active as possible throughout the day.

Revise and refine the fundamental movement skills they have already required e.g. rolling, crawling, hopping, skipping, jumping, running, hopping, walking and climbing. Experimenting with moving different ways during P.E and in the outdoor environment. Children provided with a range of resources to extend and practise their physical skills. **Develop their small motor skills so that they can use a range of tool competently, safely and confidently. Practise holding a pencil using the tripod grip.** Provide pencils for drawing and writing, paintbrushes, scissors, knives forks and spoons to manipulate materials.

Develop the skills they need to manage the school day successfully. Explain some rules of lining up and queuing. Teach and model how to eat with good manners. Support children to develop good personal hygiene and praise the efforts.

MD

Count beyond 10 and backwards from 20. Rote counting daily. Counting indoor and outdoor using number tracks, hundred square grid and number lines. Recognise and write numerals from 1 to 20 and then to 100. Practise number recognition daily. Practise forming numbers with a range of media. Small and large scale inside and out.

Count objects, action and sounds. Develop the key skill of counting saying one number name for each object and saying the numbers in order. Children to be encourage to count objects, jumps, claps and know the last number they say is how many they have altogether (cardinal counting principle).

Link the number symbol (numeral) with its cardinal number value. Count accurately and match numeral to quantity. Play counting games, count different items in the classroom and objects that cannot be moved. Play number games with lots of different resources teddies, cars, food etc.

Subitise. Show small quantities in a familiar pattern Play with dice, dominos and small amounts of objects. Play games that involve revealing a hiding number of objects. Use the tens frame to put objects in and children to familiarise themselves with the tens structure of the number system.

Explore the composition of numbers to 10. Focus on composition 2,3,4 and 5 before moving on to larger numbers. Provide visual models of number such as on a dice, tens frame and fingers. Explore different ways to make numbers that involve partitioning and recombining sets. Play games such as throwing bean bags into a hoop. How many went in and how many did not?

Compare numbers. Use vocabulary such as 'more than', 'less than', 'fewer than', 'the same as', 'equal to' to compare amounts. Provide children with a range of resources to make comparisons and encourage the use of mathematical vocabulary.

Phonics

Phase 2. Learn to read words from left to right. Learn and practise phase 2 letter sounds. Practise oral blending and segmenting. Read high frequency words, I go, to, no, the, into.

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