

Reception Autumn B

LL

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 to retell traditional tales such as Goldilocks and the three bears, Jack and the beanstalk and The three little pigs. Children to create wanted posters and describe the settings and characters from traditional tales.

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.

Uses new vocabulary through the day. Use newly learned vocabulary through the week. Refer to the vocabulary wall when teaching and review vocabulary in different contexts during child initiated and adult led activities.

Connect one idea or action to another using a range of connectives. Model speaking in longer sentences, encourage children to extend their thinking. Narrate events and actions.

Describe events in some detail. Use sequencing words and time connectives. Use questions to promote thinking and model using

Engage in story times. Children to listen to a range of stories and books every day.

Engage in non-fiction books. Look at and read non-fiction books about Diwali and Christmas.

Listen carefully to rhymes, songs, paying attention to how they sound. Read and recite a range of poems about fireworks. Notice the rhymes and encourage children to have fun and explore rhyming words.

Learns rhymes, poems and songs. Recite and learn poems about fireworks and then children to write their own firework poems.

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

Express their feelings and consider the feelings of others. Encourage children to express their feelings using descriptive vocabulary. Model positive behaviour and narrating what is kind and considerate behaviour. Encourage talk in circle time and on a day to day basis.

Identify and moderate their own feelings socially and emotionally. Talk about the feelings of different characters in stories and why they may feel that way. Talk about how own actions can affect other people. Teach children strategies to stay calm (circle time).

Continue to build constructive and respectful relationship. Praise children for being respectful to each other and model how to form positive relationships during circle time.

Managing their own needs. Highlight the importance of healthy diets and eating plenty food and vegetables.

Understand what bullying is and this unacceptable behaviour. Read/watch Topsy and Tim and the Bully. Talk about what bullying is and what they should do about it.

Festivals/Traditional tales

UW

Recognise that people have different beliefs and celebrate special times in different ways. Talk about how children/adults in our school celebrate Diwali and Christmas. Discuss why or why not we celebrate these things. How is it the same or different to our own celebrations.

Compare and contrast characters from stories, including figures from the past. Tell oral stories to support the children in developing an understanding of past and present. Use a range of books from different cultures and times in the story telling.

Comments on images of familiar situations in the past. Show images of the past and children make comparisons to the present such as school, home, and transport.

Name and describe people who are familiar to them. Talk about people who are familiar to them in their community such as the police, fire service, doctors and teachers. Learn about the role of the police and postal workers.

EAD

Explore and engage in music making and dance, performing in solo and groups. Learn and sing songs about Diwali and Christmas and create dances to perform in our Christmas concert.

Watch and talk about a dance and performance art, expressing their feelings and responses. Watch a performance and talk about what they can see. Children then create their own snowflake and firework dance using what they know and their imaginations.

Listen attentively, move to and talk about music expressing their feelings and responses. Provide children with examples of music from around the world and across the globe, including traditional folk music from Britain, encourage active listening skills and talk about the changes and patterns in what they hear.

Sing in a group or on their own, increasing matching the pitch and following the melody. Play pitching games, humming and singing short phrases for children to copy.

Introduce new sings and repeat them regularly.

Create collaboratively, sharing ideas, resources and skills. Provide children with a range of materials and tools and teach children to use with precision and care. Support children to define colours, shapes, textures and smells. Create firework pictures, representations of characters from stories and natural autumnal objects.

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.

More fluent in moving and developing grace and control. Children to practise movement skills in the outdoor environment. Practise control during P.E. lessons and children to be encouraged to jump higher, run faster and climb higher.

Develop overall body strength, co-ordination, balance, agility. Practise these skills using a range of equipment during P.E lessons.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.

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. Counting daily. Children to **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.

Understand the 'one more than/one less than' relationship between consecutive numbers. Daily practise of 1 more and 1 less. Telling maths stories, rhymes and learning songs to support finding one more and one less.

Explore the composition of numbers to 10. Focus on composition 6,7,8 and 9 and 10. 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 weight. Compare items using a pan balance. Model using comparative language 'than' and encourage the children to use mathematical language to compare the weight. Say which of Santa's presents are the heaviest. Weigh items using non-standard measures and order them by weight. Use the words heavy, heavier than and heaviest, light, lighter than and lightest correctly.

Name and describe 2D and 3D shapes. Look at the shapes of objects in our environment and describe them using mathematical language. Make shapes using a variety of materials. Make shape pictures using 2d shapes and describe the shapes we have used. Make models using 3d shapes and name and describe the shapes we have used.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Investigate how shapes can be combined to make new shapes. **Continue, copy and create repeating patterns.** Look for patterns in the environment. Continue patterns that have been made by others. Create their own patterns using a variety of resources. Make deliberate mistakes and discuss how to fix it.

Phonics

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

Phase 3. Learn phase 3 letters and sounds. Learn the alphabet song and letter names. Learn the difference between capital letters and lower case letters. Practise blending such as ch-i-p, chip and segmenting such as feet, f-ee-t Read common exception word (she, he, me, be, we, all, was, you, are, my, her, they).