

Communication and Language

Listening skills are developed through daily story time, where key vocabulary is discussed and through daily interactions with others. Throughout the provision, language is modelled and developed. Staff use Wellcomm to screen children's use and understanding of speech and language.

Personal, Social, Emotional Development

Children begin settling in to their new Reception classes, with support when required- being able to separate from adults at drop off at the gate and starting to become familiar with the rules and routines., such as putting their belongings away in the correct place. Children start to develop confidence in exploring the environment and its resources. They begin to form positive relationships with adults and peers.

Physical Development

A range of opportunities to develop fine and gross motor skills are provided. Fine motor skills are developed through activities such as dough disco, threading and using tweezers in preparation for mark making and pencil control.. Children are encouraged to put on their own coats and fasten zips as well as attempt to put on their wellies and shoes independently. As children explore outdoors, there are opportunities for the development of gross motor skills such as balancing, hopping and running. Discussions about moving freely and safely in our vast outdoor area are had.

Literacy

Children begin daily phonics sessions, from Little Wandle Revised Letters and Sounds. In Autumn 1 children practise oral blending and they learn 's a t p i n d g o c k c k e u r h b f l' and start to blend words containing these. Children have many opportunities for mark-making using different resources indoors and out. Children are encouraged to identify their names on their pegs and trays and regularly practise name writing. Kinetic letter formation is taught alongside the graphemes in phonics.



Mathematics

Children will sing a range of number rhymes to practice counting and use their fingers and other objects to represent numbers.

We will introduce our 'Maths Board' where we use the vocabulary of more/less, before/after and begin to introduce 2d shapes and patterns.

Expressive arts and design

Children have access to a range of resources including paints, chalks, crayons and junk modelling. Children use their imagination and natural curiosity in our environment enjoying the role play areas including Costa Coffee and the Vets.

Understanding the world

Children explore our outdoors environment. They discuss the weather and how we need to dress appropriately for it. Children observe the signs of Autumn noticing how our environment's appearance changes. Natural objects such as sunflowers and pumpkins are handled and observed and used as inspiration for art. Children discuss similarities and differences in their physical appearances. A gallery of self-portraits is produced in each class.

Communication and Language

As well as daily stories, children read other core texts including Simon's Sock, The Smartest Giant and The Colour Monster, which encourages listening skills and turn-taking in conversation.

Personal, Social, Emotional Development

In this half term, opportunities to focus on turn taking and sharing are developed. Now that they are familiar with the environment, children begin to select and use resources more independently. The story 'The Colour Monster' is introduced to children to support them in being able to identify and communicate their feelings.

Physical Development

Children are encouraged to practise name writing and kinetic letter formation is modelled and practised. Children are shown how to hold a pencil using the '3 friends' kinetic letters approach.

Literacy

Children continue Little Wandle revised Letters and sounds learning 'ff ll ss j v w x y z zz qu ch sh th ng nk' as well as words with -s added at the end (e.g. hats sits and his) and how pronunciation differs.

In Literacy, texts including 'Oi Dog' are used to discuss simple rhyming words. Children use story maps to help them actively retell stories.



Mathematics

Children begin developing a sense of number understanding different representations e.g. numerals, on fingers, numicon. A sense of the numbers 1, 2 and 3 is developed with children representing, comparing, and subitising. Numbers up to 5 are explored with children identifying one more and one less. The numbers of sides on shapes is explored linked to these numbers.

Expressive arts and design

Children learn a selection of Christmas and Winter-themed songs and participate in a performance for the school nativity. A range of winter crafts are created including cards, calendars and decorations.

Understanding the world

Children learn about different celebrations including Diwali, Bonfire night and Christmas, discussing similarities and differences and why these celebrations are special. When learning about Diwali, children find out about how people celebrate it at the gurdwara and temple

Reception Term: Spring One

Communication and Language

As well as daily stories, children are taught key vocabulary through 'word aware.' Texts are shared, reread and discussed in detail. Language and vocabulary is promoted daily across the setting.

Personal, Social, Emotional Development

Children collaborate to design, make, evaluate and refine den designs. In Children's Mental Health Week, stories such as Ruby's Worry help children to understand how characters might feel in different scenarios.

Physical Development

Children continue to use the kinetic letter positions and individual letter formations. Equipment such as balls, beanbags, balancing blocks are regularly used outside to develop movement skills and coordination.

Literacy

Children continue Little Wandle revised Letters and sounds learning 'ai ee igh oa oo or ur ow oi ear air er'. Children also learn words with double letters and how to read longer words by chunking them into syllables.

In Literacy, texts including 'Zoom, Rocket, Zoom', 'Aliens love underpants', 'How to Catch a Star' and 'The Way Back Home' are used. Children write facts about rockets and space, describe aliens and use talk for writing to retell and innovate stories.



Mathematics

Children continue activities which now include zero. Numbers up to 5 are compared and the composition of these numbers including number bonds and subitising are explored. Comparisons between the mass of objects are made and capacity is explored. As the numbers 6,7,8 are explored, pairs of numbers are made as well as learning how groups can be combined in addition. Length, height and how long something takes in time. are explored.

Expressive arts and design

Children explore the rocket role play area linked to our Literacy texts. Children will continue to explore different techniques and tools needed for different activities, deciding on how best to design, join and decorate.

Understanding the world

Children learn about where we live and where school is—in Great Barr—in England—on planet Earth. They learn that an astronaut is an occupation and start to find out about other occupations. When learning about planet Earth, children find out about animals from cold lands and compare this to where we live. Children continue to learn about the weather, changing seasons and early signs of spring.

Reception Term: Spring Two

Communication and Language

As well as daily stories, children read other core texts including 'Guess How Much I Love You'. When reading 'Guess How Much I Love You', children talk and write about a special person and create a card for their special person.

Texts are shared, reread and discussed in detail. Language and vocabulary is promoted daily across the setting.

Personal, Social, Emotional Development

Children learn about teamwork, resilience and perseverance. Children are taught to always try their best and not give up.

Physical Development

Children continue to explore different ways of moving, developing balancing and agility. Large body movements to develop core strength and posture and fine motor skills continue to support the Kinetic Letters programme.

Literacy

Children continue Little Wandle revised Letters and Sounds consolidating Phase 3 sounds, and longer words, including those with double letters; words with -s /z/ in the middle; words with -es /z/ at the end and words with -s /s/ and /z/ at the end. Tricky words previously taught are also reviewed.

Children's interests are discussed alongside World Book Day where children share their favourite stories, discussing and comparing characters and settings.



Mathematics

Children represent 9 and 10 in different ways. They continue to apply counting principles when counting to 9 and 10 forwards and backwards. They represent 9 and 10 in different ways, arranging 9 or 10 items into small groups to support the subitising of these larger numbers. They compare 2 quantities and compare and order 3 or more quantities. Number bonds to 10 are explored and 3D shapes are compared and sorted by their properties.

Expressive arts and design

Children appraise different styles of music and learn and perform songs for their Easter bonnet celebration. They explore the rocket role play area. Children paint portraits of a special person and natural objects.

Understanding the world

Children learn about the Easter story, knowing why it is special to Christians. Children tend to the garden; weeding and preparing the planting beds, labelling and maintaining them. Children grow a variety of seeds observing the different stages of growth. Weather continues to be discussed and signs of changing seasons are observed.

Reception Term: Summer One

Communication and Language

Children use and answer how, why and when questions. Superlatives and comparatives are used and children continue to express their viewpoints. Stories including Pirates love Underpants, On a pirate ship, Pirate Pete and Egg to chicken are shared as a focus in Literacy sessions.

Personal, Social, Emotional Development

Children continue to develop their awareness of our CoJo characters, Romeo Resilience, Elliot Excellence and Parveen Positivity. The Colour Monster continues to be used and vocabulary is extended to help children identify and articulate their feelings. Children follow rules for outdoor games.

Physical Development

Children continue to explore different ways of moving, developing balancing and agility. Large body movements to develop core strength and posture and fine motor skills continue to support the Kinetic Letters programme.

Literacy

Children consolidate Little Wandle revised Letters and Sounds Phase 3 and begin Phase 4 which includes words with short vowels and adjacent consonants (CVCC CCVC CCVCC CCCVC CCCVCC words) Children work with longer words, compound words and words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est.

New tricky words are introduced (said so have like some come love do were here little says there when what one out today)

Children write a range of fiction and non-fiction including a description of a pirate, a setting description, labelling captions on treasure maps and lifecycles.



Mathematics

Children develop an understanding of 20 and beyond. They build numbers beyond 10 and start looking at patterns when counting. Children continue to develop an understanding of the properties of 2D and 3D shapes. Key skills are consolidated and extended including subitising, counting, composition, sorting and matching, comparing and ordering and addition and subtraction.

Expressive arts and design

Children explore the pirate ship role play and Pizza hut, linking their play to what has been read and real life experiences. Children sing sea-shanties linked to the Pirate-themed texts in Literacy.

Understanding the world

Children learn about the different stages in lifecycles and learn about growth and some of the changes that occur. They consider how they have already changed since they were a baby. Children discuss how to handle and care for animals.

Children learn how Eid is celebrated, linking this to celebrations previously discussed including Christmas and Diwali.

Reception Term: Summer Two

Communication and Language

Children retell familiar stories, such as fairy tales, using repetition and vocabulary such as once upon a time. They link their ideas by using first, then, next, last and develop ideas further by using conjunctions such as because and but.

Personal, Social, Emotional Development

Children continue to recognise examples of when the CoJo characters are being demonstrated. Children consider their own strengths and discuss what they would like to develop further as well as discussing the strengths of their peers. They consider their feelings about moving into Year One and complete transition activities to support this.

Physical Development

Children continue to develop skills such as running, jumping, balancing, and changing body position. They participate in Sports Day and a range of team games.

Literacy

Children continue Phase 4 which includes long vowel graphemes with adjacent consonants (CVCC CCVC CCCVC CCV CCVCC) Children work with longer words, compound words and words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est

Children write at greater length, sequencing stories into main events. Texts such as Creepy Castles and Fire in Wild Wood are used as a stimulus for writing as well as other stories related to castles, dragons, knights and princesses .



Mathematics

Children continue to deepen their understanding of key concepts and skills including subitising, counting, composition, sorting and matching and comparing and ordering. Children find patterns within numbers including those formed by doubling, sharing and grouping and odds and evens. Children's spatial awareness and reasoning skills are enhanced when they consider how to replicate designs and models.

Expressive arts and design

Children explore the castle role play and listen to different styles of music, discussing their preferences. The outdoor stage provides children the opportunity to showcase songs and dances. Children prepare decorations for our end-of year event.

Understanding the world

The role-play castle is explored by children who make links between the past and today.

Photographs of special places are shared and discussed.

When discussing Summer holidays, we look at hot countries in the world comparing these to cold lands. We look at the variety of life found within these places and compare to our environment.