

Communication and Language

What:

- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Develop social phrases.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

How:

- Learn a story off by heart with actions
- Following a story without pictures or props.
- Listen carefully to directional instructions-control other children forwards/backwards just like a robot.

Personal, Social and Emotional Development

What:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

How:

- What was my favourite toy when I was a baby?
- Construction challenge morning
- To persevere when you cannot do something first time (problem solving)
- Talking about own and others behaviour linking to sharing of toys/ideas.

Reception
Autumn 2

A Toy's
Story

Christian
Value

Hope

R.E.

We will learn about special people and how special we are in the eyes of God. We will read some stories about Jesus and learn how Christians believe He is special. We will find out about the nativity story by exploring births and birthdays.

Key Vocabulary

Kind words, kind hands,
kind feet.
circle, square, triangle,
rectangle
Winter
before
now
past

Physical Development

What:

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently, and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.

How:

- Use one handed tools -garlic pressers, egg slicers, lemon/orange juicer
- Intra-school sports- problem solving.
- Continue to learn and practice correct letter formation

Wider Curriculum

Theatre visit
Nativity
Intra sports

Specific Areas

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 5. • Automatically recall number bonds for numbers 0-5 • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups
<p>Follow Jolly Phonics scheme Use 'This is the bear' The Naughty Bus Knuffle Bunny 'Kippers Toybox'</p> <p>Retell stories 'robot speak' segmenting and blending. Write labels for toys</p>	<p>Follow White Rose Maths scheme of work: Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and Triangles Positional Language Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p>Learn why we celebrate Bonfire night What toys and games did my parents and grandparents used to play? What were toys made from in the past? Learn about different winter celebrations as well as Christmas Continue exploring different aspects of the garden/outdoors</p>	<p>What can we learn from a picture? Investigate the painting 'Children's Games' by Pieter Bruegel the Elder. Combine different materials by making a toy puppet-sock puppet toy shop in role play-imaginative Making area have a quality control area to make your toys. 3d models Learning new songs and performing them for others</p>