

Starting School



Communication & Language -

Listening and Attention

Show awareness of how to listen carefully and why listening is important.

Understanding

Understand and follow a simple set of instructions in a range of contexts.

Speaking

Speak clearly in sentences.

Begin to speak in sentences using past, present and future tense when talking about themselves, activities, ideas and events.

Take turns in conversations showing awareness of the listener

Who am I?

What do I look like?

What is a family?

Who is in my family?

How is my family the same/different to other families?

Who is special to me?

Literacy -

Narrative text: The Three Little Pigs.

Unit and Skills Non-Fiction: Text: All about me book

Oral outcome: learning and using new vocabulary linked to the body

Written outcome: Labelling body parts

Experience: Explore the classroom, school and different homes.

Oral outcome: learning and using new vocabulary linked to homes.

Written outcome: labelling features of homes

Unit and Skills Poetry and Rhyme: Text: There was an old woman who lived in a shoe (nice version)

Explore different interactive versions.

Oral outcome: join in using words and actions

Linked texts and rhymes – Funnybones by Janet and Allen Ahlberg

Peepo by Janet and Allen Ahlberg

Non-fiction - Boris's Body by Spike Gerrell

My 5 senses by Alik

Non-fiction –What can you see in Autumn? Sian Smith.

Art book: The same but different by Molly Potter.

Reception Autumn 1



This is me, my family, my home.

RE

Come and see

Myself – Domestic Church and Family
Welcome –

God knows and loves each one.

Baptism/ Conformation/ Belonging

A welcome to God's family.

Physical Development

Moving safely around the environment and begin to be aware of other children around

Fundamental skills topic (PE passport):

To jump for a distance

To land appropriately

To hop on both feet

To underarm throw from a distance

To do overarm through from a distance

To catch with increasing accuracy

To climb with confidence, under, over and through climbing equipment.



PSED-

Talk about their own interests. Talk about their families. Talk about how they are the same or different to others. Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond. Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them. Talk about when they might feel unsafe or unhappy. Name the people who will help them. Notice when a friend is in need at school and help them. Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down. Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad.

Maths

Week 1 and 2- Getting to know you

Week 3 and 4- Match, sort and compare.

Match objects

Match pictures with objects

Identify a set

Sort objects into a type

Explore sorting techniques

Create sorting rules

Compare amounts

Week 5 and 6- Talk about measure and patterns.

Compare size

Compare capacity

Explore simple patterns

Copy and continue simple patterns

Create simple pattern

Week 7 and 8- It's me – 1,2,3

Find, 1 2 and 3

Subitise 1,2 and 3

Represent 1, 2 and 3

1 More

Understanding the World

The Natural world

Family portraits

Seasonal changes – explore the outdoor area and the changes.

Mapping/maps- local area/school grounds.

Expressive Arts and Design

Charanga music scheme: ME

Explore mark making using a range of drawing materials.

Mark making and sculpture.

Techniques of: Henry Matisse

Context: Self portraits

Phonics

Introducing Phonic Bug

Phase 2 Units 1 & 2

letter sounds

s, a, t, p, i, n, m, d

Phase 2 Unit 3

Letter sounds

g, o, c, k

Tricky word : to