



# This Autumn Term in Reception

Our topics will be Friendships in our School, Dinosaurs, Night Sky, Diwali and Christmas



<p><b>Communication, Language &amp; Literacy:</b></p> <p><b>Speaking and Listening:</b> Sharing our chatter packs, introducing ourselves, waiting our turn to speak and listening to what others are saying, asking and answering simple questions (surprise box), class rules, ideas of friendship, class list of what makes a good friend?</p> <p><b>Stories about:</b> school, 'Elmer', 'Percy the Park Keeper' 'Dinosaurs love underpants' 'Whatever Next' 'Owl babies' 'Dipal's Diwali' Christmas. Rhyming poems and stories.</p> <p><b>Selection of non fiction books about:</b> families, school, dinosaurs, Mary Anning, space, the world (atlas) nocturnal animals and celebrations.</p> <p><b>Writing:</b> Early writing skills (letter formation, oral and written segmenting and blending of CVC words), mark making opportunities, story telling in small groups (language for writing)</p> <p><b>Phonic skills:</b> Twinkl Phonics Phase 2 and Phase 3 and common exception words. Opportunities to practise using these sounds with increasing accuracy in reading and writing through a variety of phonic games.</p> <p><b>Guided and individual reading:</b> Guided Reading sessions using Big Cat Phonic Readers. Individual reading sessions starting at half term. Lilac books (with no words) and phonic reading books sent home in the first half term.</p>	<p><b>Understanding the World:</b></p> <p><b>The Natural World (Science):</b> Exploring similarities and differences when: looking for signs of Autumn and then Winter, class minibeasts, dinosaurs, sorting materials and looking at their properties, sorting creatures into nocturnal and daytime</p> <p><b>The Natural World (Geography):</b> Our classroom and school environment both inside and out, going to school, local parks, Fleet, seasons, using atlases and maps to find out about our world.</p> <p><b>Using technology:</b> Elmer pictures and inserting text, sharing of photos, digital cameras, Beebots, modelling use of internet, using programs supporting numeracy/ literacy skills.</p> <p><b>Past and Present :</b> Personal timelines and class timelines. Mary Anning and The Moon Landing.</p> <p><b>People and communities (RE):</b> Celebrations: birthdays, Diwali (Hindu) Christmas (Christian).</p> <p><b>People and communities (History):</b> Chatter packs; talking about themselves, their families and special events, discuss our school community and people's roles within it, talk about what the children would like to do when they grow up, talk about 'then' and 'now' within their lives and nursery rhymes.</p>	<p><b>Expressive Art and Design:</b></p> <p><b>Art:</b> Learning about the artist Kandinsky, naming primary and secondary colours, colour mixing, painting and printing Elmer, drawing and painting self-portraits, class minibeasts, dinosaur fossils, alien models, owl craft, observational drawing, Rangoli and Mehndi patterns, Christmas decorations.</p> <p><b>Music:</b> Singing nursery rhymes and songs, exploring sound with musical instruments, learning Christmas songs.</p> <p><b>DT:</b> Practise using different classroom tools correctly and safely, explore different ways of joining materials, design &amp; make models using construction kits, junk modelling, and playdough. Encourage children to talk about their models and make changes and improvements.</p> <div data-bbox="1077 1019 1460 1377"> </div>
<p><b>Number, Shape, Space and Measure:</b></p> <p><b>Number:</b> Recognition of numbers to 10, formation, number rhymes, number stories, making and counting out accurate sets, 1 more or less, simple addition and subtraction and using a class numberline to count forwards and backwards, number of the week (1-10).</p> <p><b>Shape:</b> 2D shape recognition in their environment, naming and describing shapes using everyday language, using shapes to create pictures and patterns.</p> <p><b>Measure:</b> Ordering by size (height and length), time; day and night, sequencing our daily routine, days of the week.</p> <p><b>Daily counting forwards and back with numbers to 20 and putting numbers into order.</b></p>	<p><b>Personal, Social &amp; Emotional Development:</b></p> <p><b>Sense of belonging:</b> Focus on role, identity within a group, individuality, confidence, appreciating others/ friends (class rules)</p> <p><b>Class rules:</b> Make a list as a class of our agreed classroom expectations, following whole-school golden rules.</p> <p><b>Keeping safe:</b> People in school, voice codes, washing hands and blowing noses correctly,</p> <p><b>Managing feelings:</b> Class and friendship rules, role play, trying new activities and saying what they do and don't like, accepting delay and taking turns.</p> <p><b>Self-help skills:</b> Developing independence in dressing, eating, toileting, following routines and using our visual timetables.</p>	<p><b>Physical Development:</b></p> <p><b>Develop gross motor skills:</b> Throwing and catching, physical activity times on bikes, scooters and trikes, climbing, balancing and negotiating space.</p> <p><b>Develop fine motor skills:</b> funky finger activities, playdough, cutting skills, tracing, peg boards, threading, constructing with small pieces.</p> <div data-bbox="1053 1769 1476 2094"> </div>