

Reception Term 1:

Magical Me

My Family

Traditional Tales

Literacy	<p>MAIN TEXTS to choose from:</p> <ul style="list-style-type: none">• Owl Babies• We're Going on a Bear Hunt• All about Me• Gruffalo• Red Riding Hood <p>Note: core text to be taught over three weeks (non-fiction links) <i>RWI – teaching of phonics begins wk. 2 – blending group identified</i></p>
Language	<p><u>Listening & Attention:</u></p> <p>Can they follow instructions with non-verbal gestures?</p> <p>Can they follow verbal instructions?</p> <p>Can they focus for a sustained period of time?</p> <p>Can they listen and do for a short span or a sustained span of time?</p> <p><u>Understanding:</u></p> <p>Do they understand positional language?</p> <p>Are they able to carry out an instruction that has been given to them?</p> <p>Are they beginning to understand humour?</p> <p>Are they able to follow stories without the use of puppets or props?</p> <p><u>Speaking:</u></p> <ul style="list-style-type: none">• Strategies and interventions to promote speaking• Box clever• Repetitive stories• Talking about their families – use of photographs• Stay and play sessions with significant carers• All adults to model good grammar• Playing with sounds – alliteration and rhyme• Puppets and small world play provided as continuous provision
	<p>Writing</p> <ul style="list-style-type: none">• Do they employ a pincer grip when writing/drawing? (PD)• Are they able to represent letter sounds when writing?• Can they write their name?• Do they give meaning to the marks they make?• Do they take an interest in writing? <p>Reading</p> <ul style="list-style-type: none">• Links sounds to letters of the alphabet• Segments and blends CVC words• Is able to retell familiar stories• Handles books correctly• Is able to read words/simple sentences applying their knowledge of phonics

<p>Mathematics</p> <p>Pattern and shape (2 weeks)</p>	<p>Taken from Maths Mastery – Autumn</p> <ul style="list-style-type: none"> • recognise, create and describe patterns • explore characteristics of everyday objects and shapes and use mathematical language to describe them • explore characteristics of everyday objects and shapes (focusing on 2D shapes) • use mathematical language associated with shape
<p>2. Same and different (1 week)</p>	<ul style="list-style-type: none"> • estimate a number of objects and check by counting • estimate and check by counting 1 or 2 objects reliably • recognise if a number of objects is the same or different (working with numbers 1 and 2) • count one or two reliably using abstract materials • describe and create patterns that are the same and different • recognises the numerals 1 and 2
<p>3. Numbers within 5 (2 weeks)</p> <p>4. Measure (1 week)</p>	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 5 • place numbers 1-5 in order • say which number from 1-5 is one more or one less than a given number <ul style="list-style-type: none"> • use everyday language to talk about size, weight, capacity • estimate, measure, weigh and compare and order objects • compare objects and quantities • solve size problems (i.e. length) • solve weight and capacity problems • recognises the numerals 1-5 • understand the conservation of number
<p>5. Numbers within 10 (3 weeks)</p>	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 10 • place numbers 0-10 in order • say which number from 1-10 is one more or one less than a given number • recognise the numerals 0-10 • use ordinal numbers: 1st, 2nd...last • understand the conservation of number • Understand zero
<p>6. Shape and calendar (1 week)</p>	<ul style="list-style-type: none"> • explore characteristics of everyday objects and shapes and use mathematical language to describe them • explore characteristics of everyday objects and shapes (focusing on 2d shapes) • use mathematical language associated with shape • use everyday language to talk about time (days and months) • use ordinal numbers: 1st, 2nd...last
<p>Physical Development</p>	<p><u>Moving & Handling</u></p> <ul style="list-style-type: none"> • Cooking opportunities to practise manipulative skills • Chasing games/ring games • Catching and throwing skills • Play-dough disco • Tennis • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside • Threading

	<p><u>Acquiring and developing skills</u> Evaluating and improving Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Are they able to run with control and co-ordination? Are they able to avoid collisions with others?</p> <p>Evaluating and improving Can they talk about what they have done? Can they identify how what skills they can improve? Do they show perseverance when developing a new skill?</p> <p>Health and self-care Can they recognise danger and seeks support of significant adults for help? Can they put on hat, unzip zipper on jacket, and take their jacket? Are they able to observe the effect of physical activity on their bodies? Do they take care of their personal hygiene without prompting?</p> <p>Games Can they kick a ball? Do they show dominance with a particular hand? Can they catch with two hands? Can they throw a ball? Can they move and stop safely? Do they travel with confidence? Are they able to jump and land safely?</p>
ICT	<p><u>Making Relationships/ Managing Feelings & Behaviour</u></p> <ul style="list-style-type: none"> • Settling In – • Routines • Rules <p>Do they show an interest in what others are doing? Do they select resources independently? Do they know where things belong? Do they understand and follow class rules? Do they initiate games/activities with others? Do they invite others to join in? Are they able to separate from main carer?</p> <p>Teachers to see: Jigsaw – Puzzle1 Being Me in my World – Foundation 2</p>
Understanding the World	<p><u>People & Communities:</u></p> <p>Can they talk about themselves and their immediate families? Do they enjoy exploring photographs of themselves and their families? Do they ask questions about their friend’s families? Are they forming friendships? Do they initiate play with others? Is able to discuss what makes them unique? Is able to identify positive similarities and differences between themselves and others.</p> <p>Characteristics of Effective Learning: Playing and Exploring Engagement Using senses to explore the world around them Engaging in open-ended activity</p>

	<p>Observing Closely</p> <p>Can they talk about what they see, touch, smell, hear or taste? Can they use simple equipment to help them make observations? <i>Challenge</i></p>
Understanding of the World	<p><u>People and Communities (RE)</u></p> <p>Gotcha Smile (Story – How do we make friends?) Sukkot- (Jewish festival) Diwali – (Hindu festival) Eid – (Muslim festival)</p>
Art & Design	<p><u>Exploring and Using Media & Materials:</u></p> <p>Do they explore how colours can be changed? Are they interested in the texture of things?</p> <p>Can they describe texture? Do they copy actions? Do they explore instruments by tapping, shaking or banging them? Can they select materials independently? Do they combine a range of materials? Do they have a repertoire of songs/rhymes?</p> <p><u>Being Imaginative:</u></p> <p>Role-play is a continuous strand and links to Literacy throughout the year.</p>
ICT (UW)	<p>Technology:</p> <p>Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>ITASS plans: Ourselves - Self Register</p> <p>E-Safety – parent workshop</p> <ul style="list-style-type: none"> • Settling In – • Routines • Rules
Role-play areas	<ul style="list-style-type: none"> • Home corner • Shop • Supermarket • Dens – community friendly spaces (outside)
Enrichment	<ul style="list-style-type: none"> • Black History Week • Educational visit- Local Park, local area • Assessment – baseline carried out as soon as children are settled • LGBT story