

# Reception

## Autumn Term 1 - Reception

### Getting to Know Me

1	PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Focus and skills</p>	<p>How do we learn and play with others at school?</p> <ul style="list-style-type: none"> <li>-Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>-Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>-Confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p>Settling into school. Can play in a group and demonstrates friendly behaviour, start to form good relationships with peers and adults. Become confident in the classroom. Select and use activities and resources with help. Start to understand and follow the expectations of the classroom setting.</p>	<p>What can I understand when I listen?</p> <ul style="list-style-type: none"> <li>-Maintains attention, concentrates and sits quietly during appropriate activity</li> <li>-Responds to instructions involving a two-part sequence.</li> <li>-Links statements and sticks to a main theme or intention.</li> <li>-Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p>Give children time to talk about their feelings and needs. Play games where children are encouraged to build on their listening and attention skills and get used to listening to different adults for different purposes. Encourage children to take part in group and whole class games and discussions. Introduce TTYP as a way to speak to peers.</p>	<p>How do I play safely when there are other children around?</p> <ul style="list-style-type: none"> <li>-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>-Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>-Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>-Shows a preference for a dominant hand.</li> </ul> <p>Explore the inside and outside learning areas. Weekly PE lessons. Begin to use, or further develop, holding a pencil between thumb and two fingers. Can copy some letters during RWI lessons, name writing.</p>	<p>Why do we read and write?</p> <ul style="list-style-type: none"> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>-Enjoys an increasing range of books.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Gives meaning to marks they make as they draw, write and paint.</li> </ul> <p>Children to enjoy actively participating in the sharing of books linked to the topic of 'Getting to Know Me.' Books are repeatedly shared so children can join in and discuss their content and vocabulary confidently with others. RWI lessons start Wk2.</p>	<p>What can we do with numbers?</p> <ul style="list-style-type: none"> <li>-Recognise some numerals of personal significance.</li> <li>-Recognises numerals 1 to 5.</li> <li>-Counts up to three or four objects by saying one number name for each item.</li> <li>-Counts actions or objects which cannot be moved</li> </ul> <p>Baseline assessments. Children to take part in number songs and games to encourage confident counting out (1-to-1 correspondence) of objects to 5 and beyond. Numerals are matched to the correct amount of objects and then number lines are made to order and find number patterns, identify missing numbers and find one more and one less.</p>	<p>What makes us the same and different?</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others.</p> <p>Wk 1: What do I look like? What are my likes and dislikes? Wk 2: My family Wk 3: How are we different and the same? Wk 4: Exploring senses Wk 5 and 6: Bodies and Healthy eating Wk 7 and 8: Harvest (Seasonal changes, fruits and veg.)</p>	<p>What can I use to make something I enjoy?</p> <ul style="list-style-type: none"> <li>-Experiments to create different textures.</li> <li>-Understands that different media can be combined to create new effects.</li> <li>-Manipulates materials to achieve a planned effect.</li> </ul> <p>Making faces using natural materials/loose parts. Sketching and painting themselves and their family. Number art. Using and naming colours. Making skeletons. Big body art. Shape art. Colour mixing and recognition. Using different materials to make independent pieces of art.</p>

Texts	<i>It's Okay to be Different by T. Parr</i> <i>The Family Book by T. Parr</i> <i>Only One You by L. Kranz</i> <i>My 5 Senses by Alike</i> <i>Various non-fiction texts about the Human Body</i> <i>Funny Bones by Ahlberg</i>						
Trips							