

Reception Autumn 1: All About Me



Core Texts:



Possible lines of enquiry: Who are we? How are we different? What makes me, me? Where do we belong? What is community? What makes a family?

Topic related vocabulary: names of extended family members (cousin, aunty, uncle etc), home, house, flat, school, Erith, Thamesmead, London, map.

New vocabulary linked to starting school: classroom, dinner hall, tray, cutlery, teacher, library, playground, Forest School, happy, excited, nervous, sad, worried etc.

Assessment: Statements in **bold** are to be used as assessment checkpoints. They are linked to child development milestones for a child with typical development. Staff will monitor children's progress throughout the term but will check these statements at the end of the term.

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
- Introduce children to the concept of active listening, what this looks like and why it is important. - Be able to demonstrate active listening for short periods of time. - Engage in Storytime and short focus activities in small groups. - To understand that listening will help them learn and make friends. - To be able to understand and use new topic and school related vocabulary.	- To understand that their feelings are valid. - To show an awareness of the feelings of other people. - To become familiar with the classroom and demonstrate some independence when playing and exploring the learning environment. - Be able to use the snack area independently. - To be able to identify different feelings/emotions with support.	- To be able to access a range of outdoor equipment and use it in different ways i.e. carrying bricks, riding a bike, climbing, travelling on an obstacle course etc. - Introduce Write Dance. - To be able to use arms, shoulders, wrists etc to follow and copy Write Dance movements. - To show some fine motor skills when using playdough equipment to roll, squeeze, cut and shape the dough. - Show some ability to use different smaller equipment to create and construct - scissors, glue sticks, sellotape etc.

- To know and be able to use words linked to feelings, particularly in relation to starting school, settling and making new friends etc. - To be able to answer simple questions about themselves, their families and likes, dislikes etc. - To be able to talk in simple sentences about themselves, their family, how they are feeling etc. - To be able to take part in oral blending and segmenting activities. - To be able to talk about favourite books and stories.	- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - To be able to identify how they are feeling. - To begin to understand the routines of the school day and to start following these routines. - To begin to build relationships with other children who are new to them. - To begin to build relationships with adults who are new to them.	- To demonstrate independence when using the toilet and putting on their coat etc. - To be able to move around the classroom independently showing some awareness of others. - To begin to show control over movements when lining up, waiting for their turn to go home etc. - To show an interest in and explore Forest School.
---	---	---

<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
- To be able to orally blend and segment sounds to hear and say words. Continue to practice oral blending outside the main phonics session. - Begin Little Wandle Week 1 in the 2nd week and continue following scheme until assessment point in week 6. - To begin to blend sounds to read words. - To be able to write some letters accurately. - To begin to segment sounds to write words.	- To be able to join in with counting songs and activities. - To be able to use measurement language accurately, e.g. tallest, taller, shortest shorter, longer. - To complete simple comparisons. - To take part in counting in real situations. How many children are here today? How many children are in the book corner? - To be able to count objects and say one number for each object. - To count with 1:1 correspondence.	- To know where they live i.e. Erith, Thamesmead. - To know some of the features of the local area - shops, the park, the train station etc. - To know what a map is. - To begin to understand the idea of community and what this means. - To know they belong to their family and to the school community. - To understand that we are all different and that our differences are what makes us special.	- To be able to create self-portraits looking closely at colour, shape etc. - To look at colours and shapes in the outdoor area and in Forest School. - To look at the work of Andy Goldsworthy and to create artwork in his style using natural objects. - To be able to create transient art using natural objects - leaves, sticks, petals etc. - To be able to take part in singing. - To be able to listen to pieces of music and follow patterns and movements during Write Dance.

- To be able to write their name. - To use the book area, showing an interest in books and holding them and turning the pages correctly etc. - To enjoy and be able to talk about books and stories. - To have a go at writing for different purposes - drawing pictures of their family with names or initial letters for family members, making cards for new friends signed with their name, pictures of the school with some labels i.e. p for playground, labels for areas of the classroom etc.	- To be able to say number names in order as they count. - Be able to link some numerals to the cardinal number. - To be able to identify matching pairs of objects. - To be able to identify the 'odd one out' in a set. - To be able to describe how something is different or why it is the odd one out. -Be know what a pattern is. -Be able to identify patterns. -To be able to spot a mistake in a pattern. -To be able to copy and continue AB, ABB patterns with objects.	- To know the ways in which we are different from each other. - To begin to explore a natural environment through Forest School and outdoor play and talk about what they have seen.	- To be able to use imagination during role play activities and in the home corner. - 5 things we can do with our hands and make into handprint display. - To create simple maps and representations of the local area.
---	--	---	---

** The statutory baseline assessment will be carried out this term, ideally within the first four weeks but once the children have settled. To be completed within 6 weeks.*

** Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

** Speech and Language Link assessments will be carried out this term.*