

Reception – Autumn Term 1
Growing Together
Thankfulness

Personal, Social and Emotional Development (Jigsaw)

Focus: Being Me in My World

Key Skills

- To build positive relationships with each other.
- To understand how it feels to belong and that we are similar and different.
- To start to recognise and manage their feelings.
- To enjoy working with others to make school a good place to be.
- To understand why it is good to be kind and use kind thoughts, kind words and kind actions.
- To begin to understand that children have rights to learn and play.
- To begin to learn about responsibility.

Key Vocabulary: Sad, angry, kind thoughts, kind words, kind actions, rule, unique, belonging.

Key Outcomes:

- Children feel that they belong in their class.
- Children begin to understand and follow our school values.

Communication and Language

Key Skills

- Begin to understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Begin to use new vocabulary in a range of contexts.
- Begin to ask questions to find out more.
- To begin to articulate their ideas in simple sentences, using known and new vocabulary.
- Begin to describe some familiar events in detail such as birthday celebrations and family events.
- Begin to use talk to help work out simple problems.
- To develop social phrases such as good morning, good afternoon, please, thank you and to ask for permission and help.
- To begin to engage in story times.

Key Vocabulary: Good morning, good afternoon, please, thank you, please may I go to the toilet, Please can you help me, please can you pass me, and excuse me.

Key Outcomes:

- Children begin to understand how to listen carefully and why listening is important.
- Children learn new vocabulary.
- Children begin to use new vocabulary in a range of contexts.
- Children begin to ask questions to find out more.
- Children begin to articulate their ideas in simple sentences, using known and new vocabulary.

Physical Development

Gross Motor Skills

Key Skills

- To begin to play small group games outside to develop coordination, co-operation and agility (hoops, bats, balls).
- To further develop skills they need to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene.
- To learn to move around safely and with control.
- To have an awareness of others and items in the teaching space.
- To learn to take turns.

Key Vocabulary: Safely, wash hands, germs, catch, direction, partner, space, start, stop

Key Outcomes:

Children can:

- Join in with small groups and class ring games.
- Manage routines such as lining up.
- Wash their hands in preparation for meal times and after toileting.
- will get better to balance their body, move body parts and will begin to change direction when instructed.

Fine Motor Skills

Key Skills

<ul style="list-style-type: none"> • Children begin to describe some familiar events in detail such as birthday celebrations and family events. • Children begin to use talk to help work out simple problems. • Children begin to use social phrases such as good morning, good afternoon, please, thank you and to ask for permission and help. • Children begin to engage in story times. • Children begin to engage in non-fiction books. 	<ul style="list-style-type: none"> • To begin to show accuracy and care when drawing. • To learn to hold scissors safely and correctly. • To cut along a line and then around a large circle. <ul style="list-style-type: none"> • To use a range of small tools including paint brushes, pencils and cutlery. • To begin to form letters of the alphabet correctly. <p><u>Key Vocabulary:</u> Scissors, cut, safely, blades, knife, fork, spoon.</p> <p><u>Key Outcomes:</u> Children can:</p> <ul style="list-style-type: none"> • Hold a pencil effectively using a tripod grip in most cases. • Use a range of small tools including scissors, paintbrushes and cutlery.
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To use pencils, pens and ready mixed paint to make drawings of people familiar to them and from stories. • To mix primary colours using ready mixed paint and powder paint experimenting with the changes in colour. • To explore different materials and make a simple upcycled art work <p><u>Key Outcomes:</u></p> <ul style="list-style-type: none"> • Can draw and paint people and story characters with basic features - head, body, arms and legs. • To add details to people e.g. hands, hair. • Can name primary and secondary colours and talk about colours changing in simple terms. <p>Being imaginative and Expressive</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To retell and innovate familiar narratives and stories with their peers and teachers. • To perform familiar songs, rhymes and poems and learn new ones linked to curriculum learning e.g. harvest. Weather song. <p><u>Key Outcomes:</u></p> <ul style="list-style-type: none"> • Retell a familiar story using once upon a time. • • Can suggest changes when working with the teacher to innovate a familiar story. • Can sing songs and perform them for others in a larger group. 	<p>Understanding the World</p> <p>Past and Present:</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> • To talk about members of their immediate family. • To name and describe, in positive terms, people who are familiar to them. • Children will know that birthdays are special times for some people and how they are celebrated. <p><u>Key Vocabulary:</u> Family, Mum/Mummy, Dad/Daddy, Nanny/Grandma, Grandad, sister, brother, Auntie, Uncle, Cousins, Birthday, celebrate, older.</p> <p><u>Key Outcomes:</u> Can talk about their own family. Understand that their birthday is a celebration of the day that they were born. To understand that they get older on their birthday. To remember and talk about significant events and special times in their own lives and the lives of family members.</p> <p>People and Communities:</p> <p><u>Key Skills:</u> To name the areas of the classroom and know which resources/toys are found there. To know where places are in their school that they need to use (hall, dining room, classrooms).</p> <p><u>Key Vocabulary:</u> reading area, writing area, maths area, carpet, role play, small world, investigation area, creative area, playdough</p>

Key Vocabulary:

Head, body, arms, legs, hair, primary colours, red, yellow, blue, change, mix, orange, purple, green, scrunch, cut, stick.

area, garden, classroom, cloakroom, toilets, hall, dining room.

Key Outcomes:

Children can:

name the key areas of the classroom, locate them and access the resources/toys kept there. Can return resources/toys to where they belong at tidy up time.

Knows where the hall, dining room and office are and shows an awareness of how to work in those spaces.

**Literacy
Comprehension****Key Skills:**

- To begin to develop love for stories and books
- To listen and narrate stories in their own words
- To handle books carefully and show awareness about the parts of a book for example title, front of the book, part of the book, author etc.

Key Outcomes:

Children can:

- talk about a story I have listened to.
- use some of the new words I have learnt from stories.
- turn pages in a book in the right order.
- point to different parts of a book and talk about them.

Word Reading**Key Skills:**

- To read individual letters by saying the sounds for them.
- To develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother

Key Outcomes:

Children can

- identify the initial phoneme
- blend CVC words
- show awareness of GPCs

Writing**Key Skills:**

- To use mark Symbolically
- To imitate the act of writing
- To begin to make marks that resemble identifiable letters
- To develop an understanding of directionality

Mathematics**Key Skills:**

- To recognise numbers to 5, linking their names to their value
- To subitise (recognise quantities without counting) up to 5
- To recognising familiar patterns to subitise, noticing when the patterns are the same and different
- To make the same values in different patterns to subitise
- To Notice when something has a different value when subitising
- To identifying more or less when subitising

Key Outcomes:

Children can:

- Recite some number names with a sense of value
- Begin to make comparisons between quantities Use language such as more and lots to describe quantities
- Recognising small quantities within larger amounts. For example, 5 can be made from a 2 and a 3.

Key Vocabulary:

Notice, see, count, sunrise, more, less

- To identify and copy their names independently.

Key Outcomes:

Children can

- mark make, use lines and scribbles to look like writing.
- mark-make from left to right.
- can assign meaning to the mark
- can identify and copy their names

Key Vocabulary:

Book, read, story, title, author, front, back, blurb, phoneme, grapheme, blend, tweety bird fingers(tripod grip)