

Reception – Autumn Term 2
Courage and Joy

Personal, Social and Emotional Development (Jigsaw)

Focus: Celebrating Difference

Key Skills

- To know what they are good at and that everyone is good at different things.
- To understand that being different makes us special.
- To understand that they are different but also have some similarities to others.
- To know why their home is special.
- To begin to understand how to be a kind friend.
- To begin to stand up for themselves when someone says or does something unkind.

Key Vocabulary:

different, special, similar, same, home, kind, would you like to play with me? Please stop that, I don't like it.

Key Outcomes:

- Children know that they have similarities and differences from their friends and that this makes them special.
- Children have some strategies to invite others to play and begin to know how to behave in a friendly way.
- Children feel that they can stand up for themselves when a friend/peer says or does something they don't like.

Communication and Language

Key Skills

- To listening more on the carpet and when being spoken to by their teacher and peers.
- To pay attention and listen to longer stories and can remember much of what happens
- To respond to questions based on a text that has been read.
- To discuss events in stories and ask simple questions about these.
- To follow clear instructions with two parts
- To engage in conversations and speak to familiar adults and peers. Talk about past events, for example holiday news.
- To take turns during conversations.
- To continue to learn new vocabulary and its meaning.
- To continue to use new vocabulary in conversations and discussions – with teachers and peers.
- To continue to learn new rhymes, poems and songs.

Key Vocabulary: Listen, reading, wait, turn, story, carpet time, join in, hand up, question, song, rhyme, poem, book,title,author,fiction, non-fiction, why, how, questions,instruction, telling, listen, follow, explain, because, conversation, turn taking, good morning,how are you?

Physical Development

Gross Motor Skills

Key Skills

- To develop rolling and tracking a ball.
- To develop accuracy when throwing to a target.
- To develop dribbling with hands.
- To develop throwing and catching with a partner.
- To develop dribbling a ball with your feet.
- To develop kicking a ball to a target.

Key Outcomes:

- Children will learn to look at the target when sending a ball.
- Children will learn to have hands out ready to catch.
- Children will learn to watch the ball as it comes towards them and scoop it up with two hands.
- Children will learn that keeping the ball close will help with control.

Fine Motor Skills

Key Skills

- To begin to show accuracy and care when drawing and painting..
- To practise holding scissors safely and correctly when cutting.

<p><u>Key Outcomes:</u></p> <ul style="list-style-type: none"> •Children are listening more on the carpet and when being spoken to by their teacher and peers. •Children continue to listen to new stories that are shared with them. •Children responding to questions based on a text that has been read. •Children discussing events in stories and asking questions about these. •Children responding to other children and the adults in the setting. •Children following clear instructions with 2 parts. •Children using expressions to communicate meaning. 	<ul style="list-style-type: none"> •To cut along a line and around circles showing improved accuracy. •To use a range of small tools including clay tools, printing tools, pencils and cutlery. •To begin to form letters/ alphabet correctly, holding the pencil in a secure grip. <p><u>Key Outcomes:</u></p> <p><u>Key Vocabulary:</u> ball, partner, score, catch, ready, dribble, roll, target, kick, throw, scissors, paint brush, felt pen, boardpen, cut, snip, grip, left, right</p>
<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, printing and paintings linked to stories and books we have shared. • To use malleable materials such as playdough and clay to roll, squeeze and pinch, using tools to create patterns. • To role play characters from familiar stories using props to support them. <p><u>Key Outcomes:</u></p> <ul style="list-style-type: none"> •Can make simple drawings, paintings and use printing tools. •Can use simple tools to add patterns into malleable materials. •Can role play a familiar story <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 chants and learn new ones linked to curriculum learning e.g. Christmas nativity songs. •To perform simple dances for their peers responding to the pace of the music. <p><u>Key Outcomes:</u> Children can:</p> <ul style="list-style-type: none"> •Begin to retell known stories in their own words. •Can suggest changes when working with the teacher to innovate a familiar story and begins to apply this to independent play. •Can sing songs, recite chants or rhymes and perform dances for others including their peers and family members. <p><u>Key Vocabulary:</u> playdough, soft, hard, roll, squeeze, pinch, tools, programme, icon, pattern,</p>	<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 family celebrations and customs they have celebrated in the past. • To share their past experiences of special events/celebrations. • Children will know that birthdays are special times for some people and that Christmas is when Jesus was born. <p>People and Communities:</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To know that different people celebrate different events in different ways (Bonfire night, Remembrance day, Hanukkah and Christmas focus). • To begin to understand why we have Remembrance Day and the significance of poppies. • To recognise some similarities and differences between life in this country and life in other countries. <p>The Natural World</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • To know they live in the Watford town in the country of England. • To be able to identify the day's weather with increasing accuracy. To begin to notice and talk about patterns e.g. days of the week/day, night. • To know that dark is the absence of light and that light can be produced from different things e.g. sun, electric lights, fire. • To draw information from a simple map. <p>Religious Education</p> <p><u>Key Skills</u></p> <ul style="list-style-type: none"> •Understanding Christianity •Incarnation •Why do Christians perform Nativity plays at Christmas?

print, dance, fast, slow.

Key Outcomes:

•Children will understand God sent Jesus to Earth in human form and this is known as 'Incarnation'.

•Children will understand that Christians believe Jesus came to show that all people are precious and special to God.

• To remember and talk about significant events and special times in their own lives and the lives of family members.

• Children learn to respect everyone's belief and understand that not everyone believes and celebrates the same celebrations.

• Children can say they live in Watford in England.

•With support begins to be aware of the pattern of the days of the week selecting the right day.

•Know that light can be made by people and that without light it is dark.

• Children can talk about shadows

Key Vocabulary: Celebration, Christmas (any other celebrations the children talk about will be discussed), special, birthday, Christian, Jesus, decorations, cards, presents, family, Remembrance day, poppy, Hanukka, world, Watford, name of the days, weather, light, shadow

**Literacy
Comprehension**

Key Skills:

•I can point to print and talk about its meaning.

•I can talk about a story I have listened to.

•I can use some of the new words

•I have learnt from stories.

Key Outcomes:

•Children can handle books carefully.

•Children can talk/ discuss about illustrations

•Children can use expressions to communicate meaning.

Word Reading

Key Skills:

• To use my finger(for reading) to show that text is read from the top of the page and moves left to right.

• To match words that start with the same sound.

• To read some letters and say the phonic sounds that they make.

• To be able to blend sounds together and read simple VC and CVC words.

Mathematics

Key skills

•To Classify (grouping) objects using given criteria and their own ideas and comparing the groups after classification.

•Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets

•Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts

•Developing spatial thinking and spatial language linked to

•Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10

•Developing a deeper understanding that numbers are made

Key Vocabulary

Compare, sort, group, count, more, less, under, between, over, in, on, subitise

Key Outcomes:

Children can :

• identify an attribute that enables a collection to be classified and then sort into those that belong and those that don't

Key Outcomes:

Children can

- use their finger to track by sliding their finger from left to right under each word as they read aloud, making sure the finger follows the line of text and moves to the start of the next line.
 - can segment and blend words.
 - Begin to apply grapheme phoneme correspondence
- blend sounds together and read simple VC and CVC words.

Writing

Key Skills:

- To develop an understanding that there is a link between the shape of a letter and a sound
- To identify individual sounds in words and then write the sound with the corresponding letter
- To begin to write letters that are formed correctly
- To understand that words are made up of letters, which are a collection of different shapes
- To able to identify each sound in a CVC word and write the corresponding letters

Key Outcomes:

Children can

- hear initial sounds in words and write the letters down to match. For example c- cat, d-dog
- write short strings of letters to represent words. Two or three letters sequence. Hearing /writing final sounds first and then medial. Left to write. For example:
muy - mummy
Pto- potato
- can spell out and write down vc, cvc words by matching letters and sounds. For example at, in, up, cat, dog, pig

Key Vocabulary: phoneme, grapheme, blend, segment, write, word,

- identify an attribute that enables a collection to be classified into multiple groups
- Create sets where some objects don't meet any criteria and some create an intersection by meeting both
- Compare the groups after being classified
- Using number names to count and compare sets of objects when their representations are not identical
- Understanding that counting is a tool to identify a quantity (not just a sequence of number names) and using this skill purposefully
- Continue the count from different starting points, confident that they will still identify the total accurately
- Notice similarities and differences in amounts
- Recognise when there are more and less or fewer
- Begin to use talk to compare amounts

- Knowledge and application of the language of position
- Order values in a linear way, noticing and comparing their positions to each other and key benchmarks
- Practice the count - 1 more, 1 less
- Begin to identify parts within a given whole using subitising