



Reception Autumn Term 2018

All about ourselves

The children will be given the opportunity to talk about what makes them special and unique, as well as talking about their families and friends. This will encourage the children to talk about the things that are special to them and enable them to build their sense of identity. We will learn about our bodies and how to keep healthy and safe. This will include, labelling and talking about our bodies, linking it to how we move in a variety of ways and how to keep healthy in relation to food, exercise, teeth cleaning and keeping clean.

Buddy Reading

The children from the Reception class will be paired up with children from Year 5 and 6, who then become their buddy readers. Once a week- on Fridays- the children meet up with their buddy readers and they read stories together, act out a story and play games. The younger children learn so much from their “buddies” and form very strong bonds.

Conversation Café

Each Tuesday afternoon the Reception children meet up with Year 3 and Year 4 pupils and talk about different topics. This enables the younger children build up their self-confidence to express their thoughts as well as develop their speaking and listening skills.

Routines

In Reception, children will take part in daily reading activities during shared text sessions. They will also develop phonic and reading skills during daily Phonics Sessions. In line with the rest of the school, we also do daily Maths lessons that are interactive and fun. We make the most of our outdoor environment to deliver the Maths curriculum through physical activities (Active Maths) . We ensure that the continuous provision allows the children to explore, investigate and apply all of the skills they have learnt to other areas of the curriculum, both indoors and outdoors.

Seasonal Changes – Autumn

We will look at the changes occurring in the environment around us as autumn approaches. We will also begin looking at the days of the week and months of the year and the different celebrations that occur around the world during the Autumn/Winter season.

Flexible themes

In the foundation stage we plan activities and key texts by following the children’s interests. This flexible approach allows the children to choose the path for their own learning and ideas and follow what they are interested in, within each topic.

Week and Focus	Personal, Social and Emotional	Communication, Language and Literacy	Mathematics	Knowledge and Understanding of the World	Physical	Expressive Arts and Design
Week 1	Introduce the class rules Initiate conversations Express own needs and opinions. Behaviour expectations. School values	<u>Owl Babies</u> Prediction, listen to a story, ask questions, discuss the setting key events, describe the characters, express own feelings about the characters in the story. Write own name	Sing counting songs Recognize numbers of personal significance Count to 10 / 20 using a number line	Become familiar with the school and its surroundings. Talk about nocturnal animals Visit the Spinney	Ways of staying healthy Change independently into the PE kit.; listen to and follow instructions. Explore different ways of moving.	Mix colours Draw/ paint night time pictures / listen to sounds we can hear during the night; create night sounds using musical instruments.
Week 2	Discuss class rules/ carpet rules; express own needs and ideas. Discuss how our actions can affect other people – sharing Discuss school values – respect and friendship	<u>Owl Babies</u> Story sequencing, retell a familiar story, act out a story, change the end of a familiar story, express own opinion about a familiar story – likes/ dislikes. Write own name Phonics Phase 1 – listening walks, ‘I spy’ games Baseline assessment	Sing counting songs Count up to 6 objects from a larger group. Select the correct numeral to represent 1 to 5 objects. Introduce 2D shapes- discuss their properties. Patterns – create own pattern Baseline assessment	Become familiar with the school and its surroundings –continue from previous week. Visit the Spinney Find out about the habitat of different types of owls ICT- Complete a simple program on a computer (Maths games, Phonics)	Change independently into the PE kit.; listen to and follow instructions. Explore different ways of moving. Ball skills- catching and throwing	Mix colours Draw/ paint a self portrait Use musical instruments to create musical patterns.
Week 3	Discuss how our actions can affect other people – Respect / Sharing / kindness	<u>Elmer</u> Describe the Illustrations, listen to a story, identify the setting, characters, discuss similarities and differences; retell a story, role play. Draw favourite part of the story; describe it. Phonics Phase 1 – Rhythm and Rhyme; alliteration Continue Baseline assessment	Sing counting songs; use rhymes, songs and stories involving counting on and counting back (1-10) Select the correct numeral to represent 1 to 10 objects. Recap 2D shapes- properties Introduce 3D shapes Continue Baseline assessment	Find out more about elephants and their habitat; types of elephants Explore the changes in nature – autumn ICT- Complete a simple program on a computer. (Maths games, Phonics, paintbrush) ICT- Complete a simple program on a computer	Change independently into the PE kit; listen to and follow instructions. Explore different ways of moving. Ball skills- catching and throwing Pencil control/ effective pencil grip Handle tools safely	Mix colours- Kandinsky - introduce the artist and his work Create similar pictures ,thinking about the shapes in Kandinsky’s art work.
Week 4	Everyone is unique – things that make us unique. What makes us special? Talk about own abilities in front of others; building up self-confidence.	<u>Elmer and Wilbur</u> <i>Setting , characters, sequence the story</i> Creative writing-introduce a new character, story map – <i>Elmer and his new friend Edward, the explorer</i> <i>Poetry</i> – rhythm, rhyme, alliteration. (Michael Rosen) Autumn poems Phonics – Phase 2 set 1 (s,a,t,p)	Sing counting songs; use rhymes, songs and stories involving counting on and counting back ,(1-10), counting in 2s. Number formation (1-5) Positional language (on, in , under, over, behind, in front of, next to, inside, outside)	Find out more about elephants and their habitat; types of elephants- continue from previous week. Watch videos on National geographic – learn about endangered species. Looking after our planet – things we can do to help save the planet.	Explore different ways of moving. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Ball skills- catching and throwing Pencil control/effective pencil grip.	Create simple representations of people and objects. Combine different materials (card/ tissue paper, straws/ lollipop sticks) to create a representation of own house and family.

<p>Week 5</p>	<p>What makes a good friend - a recipe for friendship; talk about compromise, ways of finding compromise- watch a short animation on finding compromise.</p>	<p><u>The Rainbow Fish</u> Respond to an illustration, explore the structure of the book through story mapping, and storytelling ; create a book of the story through shared writing and illustration using a variety of materials eg collage, painting</p> <p>Phonics – Phase 2 set 2 (i,n,m,d)</p>	<p>Count an irregular arrangement of up to ten objects; estimate an amount of objects and check by counting them. Number formation (6-10) Talk about weight/ order two or three items by weight. Introduce mathematical language related to weight / comparing the weight of two or three items –heavy/light/the heaviest/the lightest/ less heavy)</p>	<p>Explore our immediate environment , visit local places – village pond/ Spinney People who help us in our community – similarities and differences. Our bodies- ways of keeping healthy and fit. ICT- Complete a simple program on a computer. (Maths games, Phonics)- use iPads / IWB</p>	<p>Ways of staying healthy. Explore different ways of moving-use music of different styles to create moods and talk about how people move when they are excited, happy or sad. Ball skills- catching and throwing</p>	<p>Manipulate materials to achieve a planned effect; construct with a purpose in mind, using a variety of resources- make puppets for role-play.</p>
<p>Week 6</p>	<p>Discuss ways of playing together, taking turns – read a story related to the topic.</p>	<p><u>Guess How Much I Love You</u> Prediction, listen to a story, ask questions , discuss the setting, key facts, character description, Draw favourite part of the story; describe it. Make/ write a card to a family member/ friend;</p> <p>Phonics Phase 2 set 3 (g,o,c,k)</p>	<p>Order numbers 1-10 / 1-20</p> <p>Find the number that is one more/ one less than a given number.</p> <p>Order and sequence familiar events.</p>	<p>Our neighbourhood – where do we live? Locate Oxford on the map of the UK. Go for a walk in Sunningwell (church)</p> <p>ICT- Complete a simple program on a computer. (Maths games, Phonics) Use iPads/ IWB</p>	<p>Ways of staying healthy Explore different ways of moving. Jump off an object and land appropriately.</p> <p>Ball skills- catching and throwing</p> <p>Pencil control</p>	<p>Leaf prints, autumn paintings/ drawings.</p> <p>Create an autumn corner.</p> <p>Drama /role play</p>
<p>Week 7</p>	<p>Talk about fair and unfair situations – model being fair; read a story related to the topic and ask the children to express their own views on ways to be fair.</p>	<p><u>Goldilocks and the Three Bears</u> Describe the illustrations; listen to a story, identify the setting, characters, discuss similarities and differences; retell a story, role play. Sequence a story Act out a familiar story</p> <p>Phonics – recap set 1 and 2 sounds + high frequency words</p>	<p>Became familiar with the mathematical vocabulary related to addition – addition symbol. (number, digit, more, add, , altogether, equals)</p> <p>Measure short periods of time in simple ways.</p>	<p>Collect different types of leaves –similarities and differences Visit the Spinney and look at different kinds of trees and changes they go through in autumn.</p> <p>ICT- Complete a simple program on a computer. (Maths games, Phonics, paintbrush)</p>	<p>Negotiate space adjust speed or change direction to avoid obstacles</p> <p>Ball skills- catching and throwing Play team games</p>	<p>Observe the Autumn colours.</p> <p>Create an autumn tree using sticks and leaves. (small world)</p> <p>Drama- perform a class poem using musical instruments.</p>