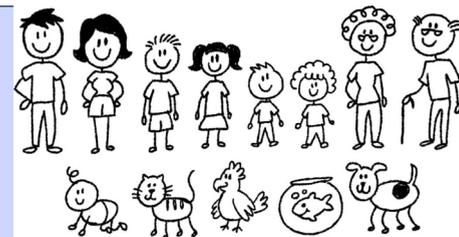


My Family Reception Autumn Term



Characteristics of Learning

Playing and Exploring

Supporting the children to access areas and resources and to engage in open ended play. Provide opportunities for playing with what they know.

Active Learning

Working alongside parents to foster, within the children, an inner drive to learn and achieve. Supporting a 'can do' approach and building confidence.

Creativity and Critical Thinking

Provide opportunities for the children to play with ideas in different situations and with a variety of resources. Adults to engage in open-ended discussion with the children.

Literacy

Introduce topic 'My Family'.
Involve children in reviewing and planning for their own learning.

Focus on 'Home' role-play
Washing Day
Baking
Going out for the day
New baby
New pet

Link to other role play areas set up as shop, bus, baby clinic etc.

Share and respond to themed stories.

Weekly writing task.

Make their own book.

During this term the children will;
Engage in daily Phase 2 'Letters and Sounds' activities

Link sounds to letters

Sight reading first set of HFW
Initial, medial and final sounds in words.

Sound and blend to read
Segment and sound to spell.

Mathematics

Count up and down to 10 (to 20 if ready). Sing number songs and rhymes referring to number lines and number tracks.

Count collections of objects to 10 (to 20 if ready).

Explore collections of cones, conkers, leaves alongside written numerals.

Match a numeral to the count.

Use language of more and fewer.
Work out practical problems 'How many more?'

Number walks to spot and identify numerals. Use 'roll n write' and tactile numerals to support correct numeral formation.

Gather topic information and make pictograms e.g. favourite vegetable and develop this using blocks.

Look at the use of shapes and patterns from a variety of cultures. e.g. Arabic designs.

Order objects by length, height, weight and capacity.

Learn how to use the balance scales.

Communication & Language

Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.

Children to help set up displays that remind them of what they have experienced, using objects, artefacts, photographs and books. Use in regular short periods when the children listen to each other.
Little Red Hen told story

Physical

Hall session to include starting and stopping games on a given signal. Exploring ways of moving on mats and low benches.

Moving to music to create simple dances.

Outside provision to include bikes, scooters, climbing frame and balance apparatus.

Planned activities to support anticlockwise movement when mark making.

PSED

Introduce planned group 'Circle Time'. Use visual cues, signs and symbols to support children in naming and expressing. Discuss appropriate rules for inside and outside play. Children to create and display pictures and labels to remind each other and for the Nursery children to follow.

Provide activities that require give and take or sharing for things to be fair.

Knowledge of the World

Children will be given regular opportunities to talk about their own family and friends, where they live and their likes and dislikes. Extend to families around the world.

Visitors to talk about growing up in a different country.

Where is your home?

Relate location to where other family members live.

Technology - retrieve information about family celebrations from computers.

Expressive Art & Design

Setting up imaginative role-play linking with 'Family'
Provide clothes, props, spaces for children's story telling.

Join in with school 'Harvest Celebration'

Support the children to tell the story of The Little Red Hen.

Paint ourselves and some of our family members.

Harvest Art Afternoon
Nativity

Religious Education

How is Harvest celebrated in our community? Join in with whole school celebration.

Plan and invite parents to a shared Harvest Breakfast.

Learn about the Jewish festival of Sukkot. Build our own sukkah in the outside area.

Christmas

Join in with whole school 'Big Question'.