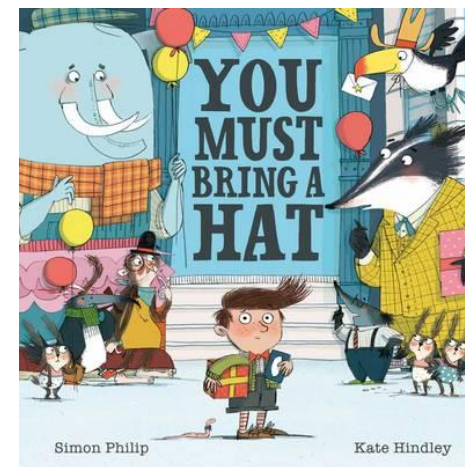
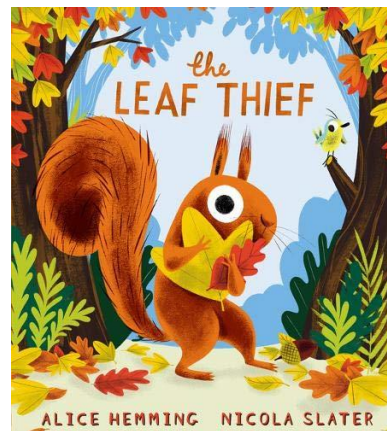
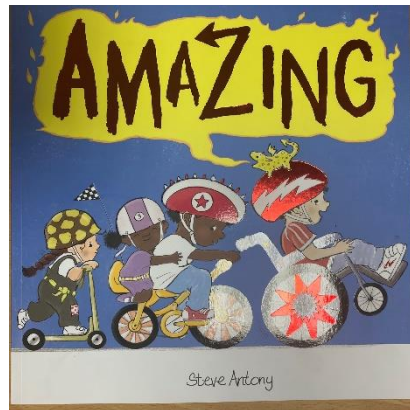
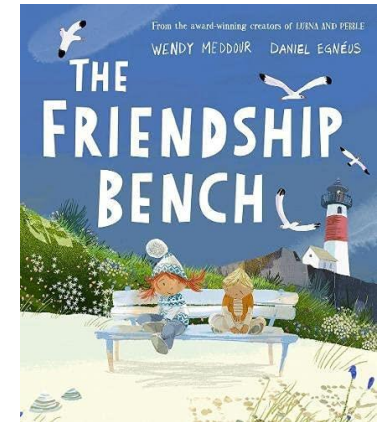
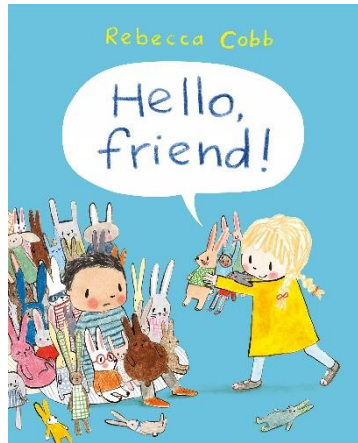


# Reception

## Autumn 1

All about me/Friendships



## Learning Outcomes

### Prime areas of learning

Communication & language	Personal, social and emotional development	Physical development
<p>Children learn to:</p> <p><b>Listening, Attention &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important. Understand a question or instruction that has 2 parts e.g. linking to daily routines.</li> <li>Understand 'why' questions</li> </ul> <p>Begin to engage in story time</p> <ul style="list-style-type: none"> <li>Learn and use new vocabulary linked to daily routine or theme</li> <li>Listen to (learn) and enjoy a variety of rhymes and songs and pay attention to how they sound.</li> <li>Listen to and begin to talk about stories to build familiarity and understanding</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary throughout the day.</li> </ul> <p>Begin to ask questions to find out more &amp; to check they understand what's been said to them.</p> <ul style="list-style-type: none"> <li>Develop social phrases e.g. 'Hello' Good morning/afternoon' 'How are you?' 'Would you like to play with me?'</li> <li>Begin to say how they feel about stories, rhymes or poems</li> <li>Retell a familiar and develop own narrative, using some story language</li> </ul> <p>Begin to retell a simple story, once they've developed a deep familiarity with the text e.g. repetition/in their own words.</p>	<p>Children learn to:</p> <p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>Begin to express feelings and understand how others might be feeling</li> <li>Begin to identify and moderate own feelings socially and emotionally</li> <li>Begin to resolve conflicts with others by negotiating and compromising</li> <li>Begin to set own goals and show resilience and perseverance in the face of challenge</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>Manage own self-care needs e.g. zips, buttons, and shoes.</li> <li>Develop confidence to try new activities and show independence e.g. access enhancements indoors &amp; outdoors.</li> <li>Know and begin to talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating <input type="checkbox"/> tooth brushing <input type="checkbox"/> having good sleep routines.</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Begin to see self as a valuable individual.</li> </ul> <p>Begin to build constructive &amp; respectful relationships.</p>	<p>Children learn to:</p> <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>Begin to develop overall body-strength, balance, co-ordination and agility e.g. use above actions and obstacle courses etc.</li> <li>Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking</li> <li>Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene.</li> </ul> <p><b>Fine Motor:</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils e.g. consolidate tripod grip.</li> <li>Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>

### Specific areas of learning

Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<p>Children learn to:</p> <p><b>Reading: Comprehension/Word Reading:</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print</li> <li>Continue to develop Level 1 phonological awareness: rhythm &amp; rhyme; alliteration; oral blending and segmenting</li> <li>Read individual letters by saying the sounds for them – secure Level 2 phonics</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences, applying Level 2 phonics to read VC and simple CVC words</li> <li>Begin to read a few common exception words matched to the Twinkl phonics programme – Level 2</li> <li>Begin to read simple phrases / sentences, applying Level 2 phonic knowledge</li> </ul> <p>Begin to retell simple stories/narratives using own words &amp; some recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Write name correctly, using correct letter formation</li> <li>Use some of their print and letter knowledge in their early writing</li> <li>Begin to form some lower-case letters correctly</li> <li>Begin to spell words by identifying the sounds and then writing the sound with letter/s, level 2 VC and simple CVC words</li> <li>Begin to write captions</li> <li>Begin to re-read what they have written to check that it makes sense</li> </ul>	<p>Children learn to:</p> <p><b>Numerical Pattern &amp; Number:</b></p> <ul style="list-style-type: none"> <li>Recite numbers to 10</li> <li>Count objects, actions and sounds up to 5</li> <li>Subitise 3 or 4 objects (quick recall without counting)</li> <li>Link the number symbol (numeral) with its cardinal number value to 5</li> <li>Compare quantities up to 5</li> <li>Understand 'one more/less than' to 5</li> <li>Explore the composition of numbers to 5</li> <li>Begin to explore number bonds to 5</li> </ul> <p><b>Shape, Space &amp; Measure:</b></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes In order to develop spatial reasoning skills e.g. create a shape picture, put shapes together to make a new shape</li> <li>Continue, copy and create repeating patterns</li> <li>Begin to compare length and weight</li> </ul>	<p>Children learn to:</p> <p><b>Past &amp; Present:</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Begin to comment on images of familiar situations in the past</li> </ul> <p><b>People, Culture &amp; Communities:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Begin to name and describe people who are familiar to them</li> <li>Begin to understand that some places are special to members of their community</li> <li>Begin to recognise that people have different beliefs and celebrate special times in different ways</li> </ul> <p><b>Natural World:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> </ul> <p>Understand the effect of changing seasons on the natural world around them e.g. Summer to Autumn.</p>	<p>Children learn to:</p> <p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Draw with increasing complexity and detail e.g. representing a face with a circle and including details (possibly show different emotions)</li> <li>Continue to explore colour and colour mixing. Safely use &amp; explore a variety of materials &amp; tools</li> <li>Explore new techniques and talk about creations</li> </ul> <p><b>Being imaginative and expressive:</b></p> <ul style="list-style-type: none"> <li>Take part in simple pretend play</li> <li>Begin to develop complex stories using small world equipment</li> <li>Begin to develop storylines in their pretend play – including those linked to focus text</li> <li>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own</li> <li>Begin to explore and engage in music making and dance</li> </ul>

## Characteristics of effective learning

### Play and exploring

Children learn to:

- Make individual choices
- Do things independently which have been taught previously
- Share and talk about their own interests and fascinations
- Engage confidently in new experiences

### Active learning

Children learn to:

- Participate in daily routines and predict the sequence of routines
- Use a range of strategies to reach a goal they have set themselves
- Begin to correct their mistakes
- Keep in trying when things are difficult

### Creating and thinking critically

Children learn to:

- Share their own ideas
- Take part in simple pretend play and use to understand another perspective.
- Concentrate on achieving something that is important to them
- Solve real problems

## Activity Ideas

### Prime areas of learning

Communication & language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> <li>• Story time: children explore the vocab of feelings e.g. happy, excited, upset, sad, worried, scared, lonely, cross</li> <li>• Book talk: □ relate to own experiences e.g. How do you feel when you come to school? □ share likes/dislikes e.g. What do you like to do with a friend?</li> <li>• Questions: children ask a friend questions about □ Who is in their family? □ What do they like to eat? □ What they like to do? □ Where do they go with their family? etc.</li> <li>• Social Phrases: model and scaffold children to use greetings e.g. Hello; Good morning/afternoon; How are you? □ invite a friend to do something with them. e.g. 'Would you like to ... with me?'</li> <li>• Circle games: consolidate use of tenses (beginning to use some irregular past tense e.g. ran, sang, saw etc □ I want to ... with my friends. □ I enjoyed ... with my friends.</li> <li>• Connect ideas: model and scaffold children's language to help them to connect ideas e.g. □ we like to... because.... □ we were... but then...</li> <li>• Song / rhyme time using fingers and actions e.g. 10 Little Friends □ The more we get together the happier we will be.</li> <li>• Poem: Share poem 'We Can' by Michael Rosen</li> <li>• Practise taking turns in conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• We are all amazing: read aloud 'Amazing' by Steve Anthony □ talk about all the things that we are good at and the things that make each person special □ encourage children to tell a friend some of the things they like about them and/or think they should be proud of □ make certificates and stickers to praise one another</li> <li>• Express own feelings: emotions dice game □ use dice with a different emotion picture or photo on each side □ take it in turns to throw the dice □ name the emotion on the dice and talk about when you might feel like this</li> <li>• Consider the feelings of others: □ how children may feel different in the same situation □ why children might be feeling different □ what could the little girl in the story done to help her friend □ how you can help your friends to feel happier</li> <li>• Solving conflicts: □ use book talk related to the focus text to identify where there might have been conflicts and what the children could do to solve them □ use puppets to model and explore the use of compromise and negation to solve conflicts</li> <li>• Setting goals: choose a goal to work on with a friend and celebrate when it has been achieved e.g. we are going to try to... □ draw or record intended goal □ photograph or video achievements to celebrate</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges to make us stronger: discuss and choose physical challenges to do together outdoors e.g. □ working together to use equipment</li> <li>• Large-scale sensory writing: consolidate correct formation of letters in name by writing their own names large scale outdoors (challenge one of their friends to run and jump on or hit their name</li> <li>• Ball play: teach a variety of ball games to play with a friend □ roll and catch □ throw and catch</li> <li>• Bean Bag games: playing bean bag toss with a friend</li> <li>• Fine motor: □ give advice to puppets and toys on how to use cutlery, paintbrushes, scissors etc □ make an 'I can...' display to show children mastering these skills</li> <li>• Threading pasta necklaces for our friends and family.</li> </ul>

### Specific areas of learning

Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> <li>• Level 1 Phonics: revisit and review</li> <li>• Using initial letters / matching initial letters to children / characters □ using phonics for words within the text which are decodable at a level 2 e.g. put, on, at, sad, miss, fun, can □ spotting and playing snap with common exception words within the text e.g. I, go, to, the</li> <li>• CAP: □ direction of print - left to right / top to bottom □ one-to-one correspondence</li> <li>• Name writing: write own name with correct letter formation on self-portraits, work, letters and cards to friends</li> <li>• Purposeful writing: □ label friends and members of their family □ Modelling correct letter formation as each level 2 sound is taught □ cards and letters for friends and family □ Writing CVC word lists □ VC / CVC phoneme frame activities using magnetic letters and also using whiteboard pens □ Labelling pictures with CVC words (containing sounds taught)</li> <li>• Guided Reading – use the minibooks linked to beginning of Level 2. Begin with individual readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite numbers to 10 □ finger rhyme 'Ten little Friends' (includes forwards and backwards) □ pass the teddy - children pass a teddy round the circle, while counting in 1-10. The person holding the teddy when the count reaches 10 sits down. Start again, continuing until there is only one person left standing.</li> <li>• Count up to 5 objects games</li> <li>• Count actions plus subitise to 5</li> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• Compare numbers to 5 games</li> <li>• Patterns: □ copy /continue pattern made by friend</li> <li>• Shapes: challenges to complete with a friend □ what can we make with these shapes? □ guess what my picture is □ can we put the shapes together to make a ...</li> <li>• Compare length and weight: □ lie down next two friends – who is the longest / shortest? □ find the heaviest thing you can carry with a friend?</li> </ul>	<ul style="list-style-type: none"> <li>• My family: □ talk about different families using 'We all have different Families' by Melissa Higgins □ draw and label a picture of their family to show to their friends</li> <li>• Family history: share photos of the children's parents or grandparents when they were children - what is different in the photo from present time?</li> <li>• Making handprints using paint</li> <li>• Describe people who are familiar to them: talk about and describe people, with a growing awareness of similarities and differences – use a range of texts to support such as 'My Hair' by Hannah Lee and 'Happy in our skin' by Fran Manushkin.</li> <li>• Exploring the natural world together: go on □ a nature trail together and collect natural things / materials – describe and use for feely box activity</li> </ul>	<ul style="list-style-type: none"> <li>• Family paintings</li> <li>• Draw emotions: draw faces with different emotions</li> <li>• Small world activities –modelling how to use the dolls house</li> <li>• Emotion music: use a variety of music to represent different emotions □ listen to – how does it make you feel? □ move to – what type of movements could be 'happy' etc</li> <li>• Sing: 'If you're happy and you know it..' □ adapt to different emotions e.g. 'If you're sad / worried / cross and you know it..' □ add appropriate action and expression for each verse <ul style="list-style-type: none"> <li>• Circle and partner songs: learn / revisit</li> <li>• songs to sing with their friends e.g. Ring a ring</li> </ul> </li> </ul>

## Provision enhancement

Book area	Water area	Role play area	Water	Small world
<ul style="list-style-type: none"> <li>• Selection of books about feelings and friendships.</li> <li>• Blankets and cushions to encourage children to read with a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Helping at home. Washing up equipment ie, dishcloths, plates, bubbles</li> <li>• Make fruit tea for a friend. Slices of citrus fruit Cups and teapots.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a party for a friend. Write an invitation or birthday card.</li> <li>• Family photo wall display.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a boat that floats with a friend.</li> <li>• Containers at different levels with water pipes.</li> </ul>	<ul style="list-style-type: none"> <li>• Go on a nature trail to collect natural objects to create an autumn scene with characters and animals.</li> </ul>
Malleable area	Sand area	Construction area	Sand	Construction
<ul style="list-style-type: none"> <li>• Make a treat for a friend using cutters and cake cases.</li> <li>• Roll playdough and make a letter (s.a.t.p.i.n).</li> </ul>	<ul style="list-style-type: none"> <li>• Buried treasure. Match items with the same initial sound and collect in buckets.</li> </ul>	<ul style="list-style-type: none"> <li>• Build the street you live on/build your favourite place to visit.</li> <li>• Blank name labels for children to write their name in construction area.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher focus activity. Buried treasure – children find word cards, teacher segments, children match word to picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Large building blocks</li> <li>• Tarpaulin to build a den</li> </ul>
Writing area	Maths area	Creative area	Writing/mark making/creative	Role play
<ul style="list-style-type: none"> <li>• Write a greetings card for a friend.</li> <li>• LCD writing tablets to practice s,a,t,p,i,n and name writing.</li> <li>• Using chalkboards inside. Adult to write name and child to dip finger in water and wipe off.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a tower to match the correct digit.</li> <li>• Make a repeating pattern, ask a friend to continue it.</li> </ul>	<ul style="list-style-type: none"> <li>• Paint a portrait.</li> <li>• Leaf printing and bark rubbings.</li> </ul>	<ul style="list-style-type: none"> <li>• Practise writing s,a,t,p,i,n with wet brushes and sponges on the chalk board.</li> <li>• Write name on the playground with chalk and ask them to paint over it with water.</li> <li>• Charcoal and chalk mark making on card sheets.</li> </ul>	<ul style="list-style-type: none"> <li>• Teddy bears picnic.</li> </ul>
Funky fingers/name writing station	Small world area		Gross motor	
<ul style="list-style-type: none"> <li>• Make a repeating pattern pasta necklace/bracelet.</li> <li>• Use tweezers to match the pom-pom to the right colour plate.</li> </ul>	<ul style="list-style-type: none"> <li>• Woodland scene with logs and animals. Build a nest or den to prepare for hibernation.</li> <li>• Build your street with wooden building blocks.</li> </ul>		<ul style="list-style-type: none"> <li>• Bean bag toss. Roll the dice and throw the right number of bean bags into the hoop.</li> <li>• Balance bikes.</li> </ul>	