

## Personal, Social and Emotional Development

### Children will:

- Select activities and resources with minimal help.
- Take responsibility for carrying out small tasks e.g. collecting the milk or tidying up.
- Become more confident when speaking to others about their own needs, wants, interests and opinions.
- Adapt behaviour to different events, social situations and changes to routines.
- Become aware of boundaries and behavioural expectations of school.

### Activities

- Create a set of class rules together.
- Make new friends.
- Play small group games.
- Children will participate in weekly PSHE lessons following the theme 'Being me in my world.'

## Communication and Language

### Children will:

- Listen to others one to one or in small groups.
- Listen to stories with increasing attention and recall.
- Begin to understand and answer how and why questions.
- Respond to instructions involving a two-part sequence.
- Listen and respond to ideas expressed by others in conversation or discussion.
- Use more complex sentences to link their thoughts using 'and' and 'because'

### Activities

- Retell familiar stories using small world trays, puppets and available resources.
- Share books and stories in small groups and as a class.
- Share personal experiences and opinions as a class.

## Physical Development

### Children will:

- Move freely with confidence in a range of ways such as shuffling, slithering, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Draw lines and circles using gross motor movements.
- Use one-handed tools and equipment such as scissors and staplers.
- Show preference of a dominant hand and begin to develop a consistent pencil grip.
- Begin to form recognisable letters.
- Begin to use anticlockwise movement and retrace vertical lines.
- Become more independent and develop their self-help skills.

### Activities:

- The children will take part in weekly PE lessons.
- Participate in large scale construction in the outdoor area.
- Participate in busy fingers daily to develop pencil grips.
- Develop independent skills when changing in and out of their uniform for PE.
- Large scale painting and drawing.
- Climb on the climbing frame.

## Starting Points

'Wow Factor' – The children will go on a walk in their local environment as a class and identify the different types of transport they see. They will take photos, draw pictures and write lists. They will create graphs and charts to show the different types of transport they see.

**Focus Book:** Naughty Bus

## Parents Information Home Learning Opportunities

Talk about the features of your local environment with your children. Discuss the different type of vehicles you see as you walk and drive around. Remind children of the experiences they have had where they may have been lucky enough to go on a bus, train or an aeroplane somewhere.



## Reception – Autumn 1

## Wheels, Wings and Other Things



## Mathematics Development

### Children will:

- Recognise numerals of personal significance.
- Count objects to 10 and begin to count beyond 10.
- Select the correct numeral to represent 0-5 and then 0-10.
- Find the total number of objects in two groups by counting all of them.
- Say a number that is one more or one less than a given number.
- Use language 'more' and 'fewer' to compare two sets of objects.
- Record marks that they can interpret and explain.
- Use mathematical names for 2D shapes and 3D shapes.
- Use mathematical terms to describe 2D and 3D shapes.
- Talk about the shape of everyday objects e.g. 'round' and 'tall'.

### Activities:

- Children will create graphs and tally charts to record and present transport information.
- Group and classify different types of transport and compare the total amount in each group.
- Create 2D shape pictures of different transport.

## Understanding the World

### Children will:

- Comment and ask questions about aspects of their familiar world.
- Talk about things they have observed.
- Look closely at similarities, differences, patterns and change.
- Interact with age appropriate technology.
- Talk about why things happen and how things work.

### Activities

- Children will go for a walk around their local environment to observe and take photos of the different features.
- Children will investigate how transport has changed over time.

## Expressive Arts and Design

### Children will:

- Manipulate materials to achieve a planned effect.
- Use simple tools and techniques appropriately.
- Create simple representations of events, people and objects.
- Play as a group to develop and act out a narrative.
- Introduce a storyline to their play.

### Activities

- Children will use junk modelling to create simple representations of different transport.
- Children will have access to a role play area in their classrooms such as a bus or train station.
- Children will have daily access to a small world tray where they can retell and create stories.

## Literacy

### Children will:

- Join in with rhyming and rhythmic activities.
- Demonstrate an awareness of alliteration and rhyme.
- Hear and say the initial sounds in words.
- Suggest how a story might end.
- Describe the main story settings, events and characters.
- Recognise familiar words and signs such as their own name.
- Give meaning to marks as they draw, write and paint.
- Segment and blend the sounds in simple words to read and write.

### Activities

- Children will be given individual reading books.
- Writing lists of transport
- Create storyboards to retell familiar stories.

## Phonics

Children will orally segment and blend the sounds in simple words through fun and interactive activities. When children are confident orally segmenting and blending they will be introduced to the letters that make each sound following the sequence of Letters and Sounds. The children will be supported by Sign 4 Phonics which is an effective tool used throughout our school.