

Personal, Social and Emotional Development

Children will:

- Select activities and resources without 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 in a larger group.
- Talk about people and memories who are special to them.

Activities

- Work with or alongside other children to complete a task.
- Play small group games.
- Become aware of their feelings and know that actions and words can hurt others.
- Keep play going by responding to what others say and do.

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 personal experiences of events and celebrations 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.
- 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 and become more independent when changing.
- Participate in large scale construction in the outdoor area.
- Large scale painting and drawing.
- Begin to form letters from their name and alphabet with the correct formation.
- Begin to use different joining techniques when making celebration hats.

Starting Points

'Wow Factor' – The children will walk into the classroom and find a tatty box with a bear inside. The bear will be wearing a label saying 'The Everywhere Bear' The children need to work together to find out where this bear has come from and who it belongs to. They will make lost and found posters and decide what to do next.

Focus Book: The Everywhere Bear – Julia Donaldson

Parents Information Home Learning Opportunities

There are lots of celebrations this half term, talk about your religion and family traditions, what do you celebrate and why? Discuss different events and celebrations that your family have attended and look back at photos to remind children of such events.

Understanding the World

Children will:

- Show an interest in the lives of people who are familiar to them.
- Remember and talk about significant events in their own experience.
- Recognise and describe special times or events for family or friends.

Activities

- Children will talk about the roles of adults in their local environment.
- Children will participate in a year group nativity to retell the Christmas story.

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 shop, construction site or library.
- Children will have daily access to a small world tray where they can retell and create stories.

Reception – Autumn 2

Where have you been, what have you done?



Mathematics Development

Children will:

- 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 use 2D shapes to create simple representations.
- Children will become familiar when using a number line and objects to solve questions.
- Children will explore 3D shape through looking at different shapes in the environment.

Literacy

Children will:

- 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.
- Segment and blend the sounds in simple words to read and write.
- Begin to write simple words and phrases with more independence.

Activities

- Make and create cards for different celebrations.
- Write a Christmas wish list.
- Retell the story of 'The Everywhere Bear'
- Read non-fiction books/texts about people who help us

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.