

Topic: Marvellous me
Term: Autumn 1 Class: Reception

MAIN LEARNING OBJECTIVES THIS WEEK						
COMM & LANG	LITERACY	MATHS	PSED	PHYSICAL DEVELOPMENT	UNDERSTANDING OF THE WORLD	EXP ARTS & DESIGN
• Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1, 2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight',	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the	• Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Continue developing positive attitudes about the differences between people.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing

and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.	game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
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Week One : Welcome to school

Key Questions:

Texts/visits/basis of learning/ thread-

Starting school books

Brown bear Brown bear what do you see- Eric Carle

Learning objectives (WALT)	Learning and teaching activities
	• Share treasure boxes in small group • Draw a picture of what's inside treasure box (assessment for pencil grip/ name writing) • Decorate my name- name recognition • Use of bikes and scooters outside • Draw picture of who lives in my family • Maths- sorting into groups

Week Two : Welcome to school – settling in weeks

Key Questions:

Texts/visits/basis of learning/ thread

Starting school books

Learning objectives (WALT)	Learning and teaching activities
	• Share treasure boxes in small group • Draw a picture of what's inside treasure box (assessment for pencil grip/ name writing) • Decorate my name- name recognition • Use of bikes and scooters outside • Draw picture of who lives in my family • Maths- sorting into groups • Fineliner portraits for display

Week Three :**Key Questions:****Texts/visits/basis of learning/ thread**

Brown bear Brown bear what do you see- Eric Carle

Learning objectives (WALT)	Learning and teaching activities
	• Baseline assessments • Maths- order numbers/ sort objects/ compare two groups of objects • I can write my name • Just One Tree day • Draw a picture of myself • Paint a portrait for display • Look in the mirror- who do you see?

Week Four : Great British values week / Colours

Key Questions:

Texts/visits/basis of learning/ thread

Mixed Up Chameleon

Button Box-

Learning objectives (WALT)

Learning and teaching activities

- Start music lessons
- Continue Baseline Assessments
- Maths- how far can you stretch? Who can stretch the furthest?
- Maths- simple repeating patterns ABAB ABCABC
- Rainbow portraits for display
- RE Creation story
- Maths- Just Like me- Button sorting
- RE draw who is in my family
- RE The story of St Bernadette- make a rosary
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Week Five: Great big green week

Key Questions:

Texts/visits/basis of learning/ thread

Nursery rhyme books/ rhyming texts

**Learning objectives
(WALT)**

Learning and teaching activities

- Printing techniques- Antarctica
- Drama- penguins in a huddle
- Maths- Odd One Out Maths- comparing amounts- who can build the biggest tower?
- Protective Behaviours
- Sing variety nursery rhymes
- I can write my name/ first letter of name
- Playdough portraits
- RE Baptism role play
- Introduce 5 frames

Week Six:**Key Questions:****Texts/visits/basis of learning/ thread****Blue Penguin**

Stay and Play 2 sessions am /pm

Learning objectives (WALT)	Learning and teaching activities
	• Where in the world are you from? (map) • PE- games in the hall- socks and shoes off • Getting to know the school -Autumn walk around the school • Maths- Who has more? Who has less? • Name writing- challenge books • Natural objects- counting on 5's frame • Introduce Antarctica • Non Fiction- penguins • Penguin web cam Edinburgh Zoo • Pencil control penguins • Art- collage penguins/ printing/ paint mixing

Week Seven : One World Week**Key Questions:****Texts/visits/basis of learning/ thread**

- Stay and Play 2 sessions am /pm
- Somebody crunched Colin book

**Learning objectives
(WALT)****Learning and teaching activities**

- RE Juddaism – make paper plate menorahs/ play dreidel game
- RE Baptism- make paper plate doves
- Whole school team day
- Maths- sorting into different colours
- One World mass
- Numicon
- Writing- tracing

Week Eight : Black History Month**Key Questions:****Texts/visits/basis of learning/ thread**

- Stay and Play 2 sessions am /pm

Learning objectives (WALT)	Learning and teaching activities
	• Learn about amazing astronaut Mae Jemison • Make a fruit salad- try new fruits • RE Gods wonderful world- egg box filled with God's treasures • Penguin collage • Maths- number recognition 1-5/ Number lines • Whole school House team day •