



ST. ANNE'S CATHOLIC PRIMARY SCHOOL

Year Group: Reception Autumn Term 1

Prime-Personal, Social and Emotional Development

In PSHE we will be studying the Jigsaw theme "Being me in my world".

Self-Regulation

Become familiar with the routines and expectations in Reception.

Learn about themselves and their own gifts and talents.

Develop a sense of belonging. know we are all special and unique and made by God.

Know and demonstrate good behaviour and work well with others.

Managing Self

Become familiar with the routines and expectations in Reception

Know and demonstrate good behaviour and work well with others.

Know what is right and wrong and understand the consequences of their actions and words.

Building Relationships

Show care and love for others by helping them to feel safe and happy e.g. sharing, kindness.

Show care and concern towards things that are important to others in the setting.

Express their needs and feelings in appropriate ways and be sensitive to how others express their needs and feelings.

Theme:

The story of my life



Prime-Communication and Language

Listening and Attention & Understanding

Play games which involve listening for a signal, such as Simon Says', and 'ready, steady...go.

Listen, copy and identify sounds.

Understand instructions and discussion containing sequence words, first...after...last Listen, respond, repeat, recall and retell a range of stories, songs, rhymes, poems, chants and non-fiction.

Show an awareness of rhyme and alliteration and continue a rhyming string.

Speaking

Talk about their own experiences and feelings.

Develop conversation skills- turn taking, listening to others and using expressions such as "please", "thank you" and "can I...?".

Develop confidence to speak to others about wants and needs.

Initiate conversations, listen to others and use talk to resolve disagreements.

Talk about their own thoughts, ideas and feelings.

Use talk to perform simple stories (role play, puppets, small world etc.).

Religious Education

In RE our units of work is Creation

Creation

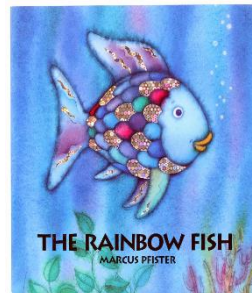
Be able to recall parts of the story of creation using pictures and captions.

Recognise gifts they have which are God given.



Talk for Writing

Our Talk for Writing unit is "The Rainbow Fish"



Chant and act our story sequence. Change characters and events to create a new version through actions, language and writing.

Prime-Physical Development

In PE our GetSet4PE Unit of work is Fundamentals – All About Me.

Fine Motor

Develop and practise early Handwriting and drawing skills in a range of contexts.

Develop knowledge of how basic letters are formed.

Begin to show a preference for left or right hand/footedness.

Use simple tools to effect changes to materials.

Be able to dress and control fastenings – zip, beginning to do up or undo buttons.

Gross Motor

Use movement skills (galloping, jogging) with developing balance and co-ordination.

Experience movements relating to speed (crawl slowly, hop quickly) and force (tiptoe, plod).

Develop balance and co-ordination when playing games. (chasing and dodging activities)

Explore speed, distance and direction and negotiate space safely.

Develop an awareness of body shape, tall, wide, narrow, long, spiky through movement and when balancing.

Create/copy movements and follow instructions which involve several ideas or actions.

Be able to stop on command.

Develop confidence to try new challenges.



Specific-Literacy

Comprehension

As readers children will learn to:
Begin to talk about and show an understanding of characters, sequence, illustrations, author from stories that have been read to them.
Retell stories, rhymes, poems, emphasising sequence, rhythm and rhyme.

Word Reading

Talk about characters, sequence, illustrations, author.
Show an awareness of left to right, top to bottom when reading.
Use book language (e.g. title, author, illustrator, title page, words/print, photograph)
Identify, hear and say initial, medial and final sounds in words.
Use phoneme/grapheme correspondences, in relation to print in the environment
Talk about favourite books.

Writing

As writers children will learn to:
Write their own name.
Use writing/mark making to communicate thinking.
Hear, say and recognise initial sounds in words when writing/mark making.
Use talk to order their own thinking and ideas, when planning in larger group / whole class mark making /writing sessions.
Attempt to use known letters and sounds in writing/mark making.
Use a tripod grip when writing.

Specific-Mathematics

Number

As mathematicians children will learn to:
Count reliably objects to 10 using just one number name to each object (1-1 correspondence)
Count reliably in other contexts, such as clapping sounds or hopping movements.
Begin to recognise 'none' and 'zero' in stories, rhymes and when counting and use the numerals to represent them. Recognise, say and identify numerals 0 to 9 and beyond.
Represent groups of objects, using equipment, fingers, drawing, marks and numerals, etc.
Order a given set of numbers to 6

Numerical Pattern

Demonstrate increased confidence when trying to overcome difficulties and correct recitation errors.
Recognise you can count in any order and you will get the same result – number conservation.
Beginning to solve simple problems and puzzles in everyday activities, with numbers to 10.
Understand and use language of number (more/less, more than, less than).

Shape, space and Measure

Talk about similarities and differences between a range of shapes (regular and not regular shapes)
Sort and match similar shapes to 2D pictures/ photos and other objects.
Explore and talk about pattern in a range of activities [shape and number arrangements]
Order items by height/ length/distance (2-3 items)
Relate own personal clock to routines in reception class.
Know days of week, and relate to vocabulary of time.

Specific-Understanding the World

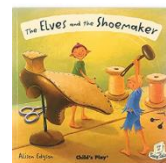
Past and Present

As historians children will learn to:
Share significant elements of their own lives and the lives of other people familiar to them.
Know the routines in the reception class and discuss how to organise themselves for activities e.g. snack time.
Know the sequence of the days of the week and use vocabulary e.g. Yesterday, Sunday.
Discuss changes in their own lives from birth.
Indicate that kings and queens still exist today, but that there were many more kings and queens.
Talk about key facts linked to kings and queens.



Natural World

As scientists and Geographers children will learn to:
Discuss, observe and draw simple features of humans, objects and living things.
Understand seasonal weather change (autumn/winter) and Observe, discuss and record seasonal changes in environment and the effects on ourselves.
Identify key features of the setting and the local environment indoors and out.



People and Communities

As Geographers children will learn to:
Talk about where they live and their own family traditions and culture.
Talk to visitors and make visits e.g. local church.
To explore culture and traditions.
Gain an awareness of the cultures and beliefs of others within their community.

Specific-Expressive Art and Design

Creating with materials

As artists and designer's children will learn to:
Select and use tools safely and purposefully across the provision.
Explore and experiment joining of materials through use of a range of resources.
Talk about their plan or intentions when they explore, mix, and use of colour.
Use lines to enclose a space, as well as using shapes to represent objects.

Being Imaginative and expressive

As actors children will learn to:
Role-play and act out purposeful roles and re-tell known stories with props and equipment.
As dancers children will learn to:
Play and join in with rhythm games, e.g. tapping out the syllables of children's names, song lyrics.
Match movements to sounds e.g. march to the sound of the drum, creep to the sound of the maraca.
As musicians children will learn to:
Use music as part of role play e.g. Instruments to represent the sounds in stories e.g. the creation story.
Experiment with, and change the sounds that instruments can make.

Phonics –Read, Write, Inc

During this term children should be able to:

Recognise some Set 1 single-letter sounds

Read word time 1-1 & 1.2. words

Begin to spell using Fred fingers



Partnership with Families Home Learning

We love to hear and see what the children are doing at home and to celebrate their achievement and successes outside of school. Please send in any photographs and certificates etc.

Termly homework project outlined in blue homework book.

Daily Reading, word pots, spellings and reading ladder.

Follow @StAnnesCP on Twitter to see regular updates and pictures of your child and events in school.

Maths counting, rhymes and activities.

Key Events

Starting School.

Welcome to Reception Workshop.

National Poetry Day.

Continuous Provision

The children in Reception have daily access to our continuous provision in order to develop and embed a range of skills in all learning areas. We call this free choice learning time which also develops your child's Characteristics of Effective Teaching and Learning.

Playing and exploring – make independent choices.

Active learning – show resilience.

Creating and thinking critically – making links and problem solving.

Our language rich environment is supported by the adult play partner role. During this child led and child initiated learning your child has access to both outdoor and indoor provision. Opportunities include:

Outdoor – digging area, mud kitchen, sand play, water play, large scale activities e.g. construction, climbing frame, balance beams, ropes, fireman's pole, steps and slide, bikes, tunnels, growing area, prayer garden, writing opportunities e.g. paint brushes and water, chalk, reading, counting natural objects, problem solving, role play, instruments, investigation equipment e.g. magnifying glasses, binoculars.

Indoor – Sand play, water play, painting, play dough, small world play, arts and crafts, design and make, reading, writing opportunities and templates, maths opportunities and real objects to count, problem solve etc., role play, storytelling, puppets and props, construction activities, instruments, listening centre, ICT equipment.