



ST. ANNE'S CATHOLIC PRIMARY SCHOOL

Year Group: Reception Autumn Term 2

Prime-Personal, Social and Emotional Development

In PSHE we will be studying the Jigsaw theme "Celebrating Difference".
In RSE we will be studying the theme "Religious Understanding"

Self-Regulation

Respond to others feelings and begin to show care/ empathy.
Take account of others ideas, thoughts and opinions.
Express their needs and feelings in appropriate ways and be sensitive to the feelings of others.
Understand their uniqueness and the uniqueness of others.

Managing Self

Begin to show some understanding that a range of healthy practices e.g. eating, hygiene, sleeping can contribute to good health.
Show awareness of things that may or may not be safe to eat and discuss the process to be taken if unsure.
Compare different smells, tastes, textures, sights, sounds.

Building Relationships

Begin to show improved social skills including sharing, taking turns, listening to others, joining others in their play and inviting others to join theirs.
Begin to sort out disagreements and upsets more independently.
Begin to ask for help, make up with other children and say sorry when they have fallen out.

Theme:

All about me!



Prime-Communication and Language

Listening and Attention & Understanding

Sustain attentive listening, implementing agreed rules.
Listen and respond by transferring knowledge of the immediate and beyond to activities/experiences.
Begin to take turns in group discussions, games, listening to peers/adults.
Listen and follow 2 part instructions/directions confidently.
Begin to listen and answer questions related to past/present experiences.

Speaking

Ask simple questions, often in the form of "where", "what" or "why".
Begin to use talk to recount/ describe/ predict/ explain/ discuss
Retell stories and sequence events, highlighting main sequence and characters.
Understand and use adjectives.
Predict what a story/rhyme etc is about.

Prime-Physical Development

In PE our GetSet4PE Unit of work is Fundamentals – Places and Spaces.

Fine Motor

Manipulate malleable materials to create a desired effect by patting, stroking, poking, squeezing etc. and use correct vocabulary.
Demonstrate control when using a range of one handed tools.
Create lines and shapes when drawing, creating and building.
Begin to use a tripod grip and begin to form recognisable letters.

Gross Motor

Develop a knowledge of different movement skills with developing balance and co-ordination.
Explore a wide variety of movements and negotiate space safely.
Travel in a range of ways e.g. walking on heels, hopping on alternate feet, skipping, travelling forwards, backwards, sideways
Be able to stop on command.
Maintain stability when stationary or when moving.
Take off and land on two feet.
Develop confidence to try new challenges and independently decide on skills needed to complete a task.

Talk for Writing

Our Talk for Writing unit is "A baby is coming" by Daphna Flegal.



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

Religious Education

In RE our units of work is Advent and People who care for us

Advent

Know that there are four weeks in Advent.
Talk about ways we prepare for Advent and the celebration of Christmas.



People who care for us

Know that families try to show love and care for each other.
That Jesus' family included Mary and Joseph.
They will be able to recall a celebration Jesus attended with Mary.





Specific-Literacy

Comprehension

As readers children will learn to:
 Make predictions about rhymes, poems and stories. Anticipate, re-read and recite, what they think the story, rhyme or poem is about.
 Talk about what they have read e.g. characters, events.

Word Reading

Use non-fiction texts as part of playful experiences.
 Begin to use a variety of cues when reading text.
 Attempt to read words identifying the letters in the order in which they occur.
 Blend phonemes to read and segment to spell.
 Read an increasing range of words using developing phonic knowledge and high frequency tricky words.

Writing

As writers children will learn to:
 Hear, say and recognise the main sounds in words when writing/mark making.
 Begin to spell simple words phonetically.
 Use and control confidently a variety of writing implements in relation to letter formation.
 Begin to use confidently some conventions e.g. left to right, top to bottom, spaces between words, etc.
 Identify capital letters in names, places and logos.

Specific-Mathematics

Number

As mathematicians children will learn to:
 Make an accurate comparison when matching objects in two sets.
 Keep a tally and use it to count.
 Recognise and use number symbols to 10 and beyond, including zero.
 Begin to use language of addition/subtraction (e.g. add one, take one).
 Understand and use vocabulary such as: *add, plus, total, take away, increase, decrease, subtract, equals, less than, more than.*

Numerical Pattern

Recite numbers in order counting back from 10 or less.
 Recite numbers in order from 2,3,4,5 to 10 and beyond.
 Count in 10's.
 Say the number that comes after a given number within the number sequence 1 to 10.
 Estimate size of a set of objects and begin to understand that the size is given by the last number in the count.
 Find one more or one less from a group of objects.

Shape, space and Measure

Begin to recognise and name 3D and 2D shapes.
 Understand and use positional language in everyday situations.
 Compare sets of objects size/height/length.
 Sort and match items according to size
 Recognise and sort 1p, 2p, 5p, 10p and £1.00 coins and use in role play.
 Begin to understand the language of transaction – pay for/change

Specific-Understanding the World

Past and Present

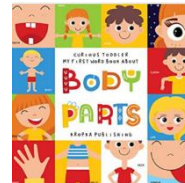
As historians children will learn to:
 Know, use and understand vocabulary of time e.g. last week, long time ago.
 Relate personal timeline to the routines in the reception classroom.
 Talk about personal time line in relation to events in their own life, e.g. birthdays, starting school.

Natural World

As scientists and Geographers children will learn to:
 Compare and contrast similarities and differences height, weight, shoe size hair colour etc.-sort by given criteria.
 Observe and identify external body parts, observing how body parts move. Name and describe body parts.
 Name the 5 senses and how we use them (explore impairment)
 Begin to understand requirements for healthy living e.g. hygiene and predict what might happen if we do not lead a healthy lifestyle.
 Identify key features of the setting and the local environment indoors and out.
 Name human beings' three basic needs: water, food, and shelter.
 Know that people stay healthy by exercising, resting, eating good foods, and staying clean
 To create simple maps and plans, paintings, drawings and models of known and imaginary landscapes.
 Name the four seasons in cyclical order. Describe daily weather conditions in terms of temperature.

People and Communities

As Geographers children will learn to:
 Explore a range of traditions, cultures and religions e.g. Harvest, Diwali, Bonfire Night, Christmas Production, Christmas, Father Christmas, parish bazaar and own personal traditions – birthdays etc.
 Recognise that people share the responsibility for take care of the earth



Specific-Expressive Art and Design

Our chosen Artist to study is Wassily Kandinsky

Creating with materials

As artists and designer's children will learn to:
 Explore different media and what happens when they put different things together, e.g. sand, paint and sawdust.
 Use different surfaces to experiment on for their art creations.
 Experiment with sculpture using clay and dough, rolling, cutting coiling.
 Use artwork with a strong sense of shape or colour as inspiration – e.g. Kandinsky (explore in Autumn Term White Rose sessions)
 Begin to understand some of the tools, techniques and processes involved food preparation



Being Imaginative and expressive

As actors children will learn to:
 Make up own stories in play and when talking to others.
 Experience dance from a range of cultures and genres.
 Become familiar with music played and songs sung e.g. who wrote it and where from.
 As dancers children will learn to:
 Use music and story to sequence simple movements e.g. hop, skip, forward jump, wide/narrow shape etc.
 As musicians children will learn to:
 Describe the sounds and move to the sound of instruments.
 Record, reflect and review the music/songs created by themselves and others.
 Distinguish between sounds and use appropriate vocabulary to describe sounds.

Phonics –Read, Write, Inc

During this term children should be able to:

Read 25 Set 1 single-letter sounds speedily.

Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4

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

Bonfire Night

Diwali

Remembrance Day World Nursery

Rhyme week

Anti-bullying Week

Nativity

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.