



Reception Autumn Term 1

Who is in my family?



Books:

- What makes a Me?
- Goldilocks and the Three Bears
- The Three Billy Goats Gruff
- The Owl Babies

Maths:

Learning is split into Number and Numerical Pattern.

- Counting concrete apparatus to 5 in and out of ten frames.
- Learning the composition of numbers 1-5
- Recognising Squares and Rectangles and their properties (corners and edges).
- Continuing AABB patterns.
- Recognising the digits 1,2,3,4 and 5.

Physical Development:

- Fine Motor: threading, cutting, weaving, playdough – fine motor activities.
- Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements.
- Hold pencil/paint brush beyond whole hand grasp – pencil grip.
- Gross Motor: different ways of moving to be explored with the children.

Literacy:

Phonics will be the focus of the morning Literacy Lessons, developing phonic ability and reading.

- Learning Floppy's Phonics routines and Level 1+ sounds.
- Recapping Floppy's Phonics Level 1 – environmental sounds and oral blending and segmenting.
- Beginning to form recognisable letters
- Segmenting and beginning to write a CVC word using known sounds.
- Learning through stories, the Talk for Writing 'imitation' phase – through acting it out, drawing the text map and writing it.
- Writing cards, invitations, recipes and potions, letters, postcards.

Personal, Social and Emotional Development:

To take part in routines the form part of Jigsaw – Celebrating Differences

- Talking about Bonfire night safety.
- How to deal with anger – emotions – self-confidence
- Build constructive and respectful relationships

Communication and Language

- To speak about and understand the role explorers and what it means to be one.
- To name parts of a book: blurb, spine, author and illustrator.
- To use vocabulary associated with explorers – what might they wear.
- Develop vocabulary.
- Discovering passions
- Retell stories, using story language.
- Listening and responding to stories.
- Following instructions
- Takes part in discussions

Expressive Arts and Design:

- Self Portrait Painting or Family Portrait Painting
- Stick Puppets linked to T4W.
- Learning Nursery Rhymes

Understanding the World:

- Now and Then comparison of Baby Photographs.
- Define an Indoor and Outdoor Environment
- Understand home and sense of place in home and school.
- RE Focus: Black History Month
- RE Focus: Yam Kippur and Rosh Hashannah (Judaism)

Reception		Autumn 1											
Summary (Why learn about this.....)	The project aims to provide opportunities for the child to learn about themselves, others around them and what makes a family. The children will look at families and friends and why people are special to them. The children will begin to build relationships with their new peers and adults in the class.												
Prior Learning (previous topics)	This topic builds on what children have learnt in Nursery And the concepts of <ul style="list-style-type: none">Leaving a family member (separation into school) through reading Owl Babies.Singing familiar Nursery Rhymes from the Stay and Play Sessions.												
Launch Activity	The children will be introduced to each area of the environment and will have opportunities to make friends through small group activities. The children will bring in a small box/bag of special items to share with their new peers/												
Vocabulary	<table><tr><td>person</td><td>sister</td></tr><tr><td>family</td><td>brother</td></tr><tr><td>separate</td><td>Grandma</td></tr><tr><td>home</td><td>Mum</td></tr><tr><td>special</td><td>Dad</td></tr></table>			person	sister	family	brother	separate	Grandma	home	Mum	special	Dad
person	sister												
family	brother												
separate	Grandma												
home	Mum												
special	Dad												
Possible activities for home learning	<ul style="list-style-type: none">Draw a family portrait.Sing Nursery Rhymes and Share StoriesBring in a box/ bag of special items.												
Assessment	<p><i>Most children will:</i></p> <p><i>Some children will not have made so much progress and will:</i></p> <p><i>Some children will have progressed further and will also:</i></p>												

Adult Input	Key Concept / Learning Intention	Activities	Assessment
Launch	Introduce the topic 'Who is in my Family' project and create a What We Already Know and questions we would like to ask and answer.	<ul style="list-style-type: none"> • Draw a picture of themselves (initial drawing for Baseline) 	Baseline
Input 2	Stories about families	<ul style="list-style-type: none"> • PSED and settling in. 	Baseline
Input 3	Stories about families	<ul style="list-style-type: none"> • PSED and settling in. 	Baseline
Input 4	Stories about families	<ul style="list-style-type: none"> • PSED and settling in. 	Baseline