

Reception- Autumn

Topic: 'All About Me' and 'Celebrations' (Harvest, Bonfire, Cultural Celebrations, Christmas)

All children are individual and we carefully plan for each child at the current stage of development. The following overview is a summary of learning that takes place over the term with some children working at development stages earlier or later than these points. We adapt planning to suit the individual cohort, incorporating current events and interests to make learning purposeful.

Values and Virtues (Golden Thread):	<ul style="list-style-type: none">• Grateful and Generous: The children will be grateful for their own gifts and generous with their gifts to others.• Attentive and Discerning: The children are attentive to their teachers and listen to what they are learning and discerning about the choices they have made and the effects it has on others.
British Values	<ul style="list-style-type: none">• Democracy: Work together to create an environment where it is safe to make mistakes, share thoughts and ideas, and to explore different options.• The Rule of Law: Encourage children to work together to create group rules.• Individual Liberty: Provide opportunities to develop a positive sense of themselves.• Mutual Respect and Tolerance of Different Faiths and Beliefs: Work as a group to create an environment that includes, values and promotes different faiths, cultures, views and races.
Books	<ul style="list-style-type: none">• 'Starting School' by Janet and Allan Ahlberg.• 'It's Okay to be Different' by Todd Parr.• 'Dogger' by Shirley Hughes• 'My Mom' and 'My Dad' by Anthony Browne.• 'The Enormous Turnip' – Traditional• 'Leaf Man' by Lois Ehlert.• 'The Gunpowder Plot' - Usborne Young Readers.• 'The Owl who was Afraid of the Dark' by Jill Tomlinson.• 'The Nativity Story' (any version).• 'The Jolly Christmas Postman' by Janet & Allan Ahlberg.• 'Dear Santa' by Rod Campbell.
Key Vocabulary	<ul style="list-style-type: none">• Family (mum, dad, aunt, uncle, cousin, brother, sister, nannie, grandad).• Home (house, bungalow, flat, caravan, semi-detached, detached, terraced house and town house).• Body (boy, girl, fingers, toes, hand, foot, arm, leg, bottom, stomach, shoulder, knee, elbow, neck, head, eyes, ears, mouth, nose, eyebrows, eyelashes).• Likes/Dislikes (favourite, food, drink, hobbies etc.)• Harvest (fruits, vegetables, combine harvester, crops, fields, festival).• Autumn (season, leaves, conker, acorn, tree, windy, rain, red, orange, brown, yellow).

	<ul style="list-style-type: none"> • Bonfire Night (Guy Fawkes, Gunpowder Plot, fireworks, sparklers, safety, pop, bang, whizz etc). • Diwali (Rama, Sita, Hindu, festival, lights, diva lamp, Lakshmi, mehndi, rangoli patterns, sweets, presents). • Celebrations (celebrate, party, presents, special occasion, festival). • Christmas Nativity (Mary, Joseph, Jesus, angel, Gabriel, shepherds, kings, wise men, donkey, lamb, presents, gold, frankincense, myrrh, Nazareth, Bethlehem). • Christmas Other (Father Christmas, Santa, Rudolph, reindeer, Christmas tree, gifts, presents, cards, snowman, lights, star, stocking, holly, wreath, crackers, elves, decorations, North Pole, bells, candy canes).
Local Links	<ul style="list-style-type: none"> • Local Environment, School Nurse, Church, Father.
Planning Resources	Twinkl, Hamilton Trust, TES.
'Wow' Experiences	Teddy Bears Picnic Christmas visit to see Father Christmas
R.E.	<p>Creation- God's Gifts</p> <ul style="list-style-type: none"> • To be able to recall parts of the story of creation using pictures and captions. • To recognise gifts they have, which are God given. <p>People Who Care For Us</p> <ul style="list-style-type: none"> • To know and understand that families try to show love and care for each other. • To know and understand that Jesus' family included Mary and Joseph. • To be able to recall a celebration Jesus attended with Mary. <p>Advent</p> <ul style="list-style-type: none"> • To know that there are four weeks in Advent <p>Christmas</p> <ul style="list-style-type: none"> • To know that Jesus was born in a stable in Bethlehem and that his first visitors were shepherds.

Reading

Complete Set 1 RWI:

40-60: Name and sound letters of the alphabet.

40-60: Hears and says initial sounds in words.

30-50: Enjoys rhyming and rhythmic activities.

30-50: Shows awareness of rhyme and alliteration.

30-50: Recognises rhythm in spoken words.

30-50: Listens to and joins in with stories and poems, one-to-one and also in small groups.

30-50: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

30-50: Beginning to be aware of the way stories are structured.

30-50: Suggests how the story might end.

30-50: Listens to stories with increasing attention and recall.

30-50: Describes main story settings, events and principal characters.

30-50: Shows interest in illustrations and print in books and print in the environment.

30-50: Recognises familiar words and signs such as own name and advertising logos.

30-50: Looks at books independently.

30-50: Handles books carefully.

30-50: Knows information can be relayed in the form of print.

30-50: Holds books the correct way up and turns pages.

30-50: Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

Group 1 – Ditties:

40-60: Use some clearly identifiable letters to communicate meaning.

40-60: Hears and says the initial sound in words.

30-50: Sometimes gives meaning to marks as they draw and paint.

30-50: Ascribes meanings to marks that they see in different places.

V+V = Attentive and Discerning – Children will learn to listen attentively to what they are learning and are discerning about their choices and opinions.

Numbers

Number and Place value – Numbers to 5

Addition and Subtraction – Sorting into Groups

Number and Place Value – Comparing Quantities in Groups

Addition and Subtraction – One More/One Less

30-50: Uses some number names and number language spontaneously.

30-50: Uses some number names accurately in play.

30-50: Recites numbers in order to 10.

30-50: Knows that numbers identify how many objects are in a set.

30-50: Beginning to represent numbers using fingers, marks on paper or pictures.

30-50: Sometimes matches numeral and quantity correctly.

30-50: Shows curiosity about numbers by offering comments or asking questions.

30-50: Compares two groups of objects, saying when they have the same number.

30-50: Shows an interest in number problems.

30-50: Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

30-50: Shows an interest in numerals in the environment.

30-50: Shows an interest in representing numbers.

30-50: Realises not only objects, but anything can be counted, including steps, claps or jumps.

40-60: Recognise some numerals of personal significance.

40-60: Recognises numerals 1 to 5.

40-60: Counts up to three or four objects by saying one number name for each item.

40-60: Counts actions or objects which cannot be moved.

40-60: Counts objects to 10, and beginning to count beyond 10.

40-60: Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

40-60: Uses the language of 'more' and 'fewer' to compare two sets of objects.

40-60: Finds the total number of items in two groups by counting all of them.

40-60: Says the number that is one more than a given number.

40-60: Finds one more or one less from a group of up to five objects, then ten objects.

V+V = Attentive and Discerning – Children will listen attentively and can explain what they have learnt. They are discerning about mathematical choices and can begin to justify them.

Shape, Space and Measure

Measurement – Time (My Day)

40-60: Uses everyday language related to time.

40-60: Orders and sequences familiar events.

40-60: Measures short periods of time in simple ways.

V+V = Attentive and Discerning – Children will listen attentively and can explain what they have learnt. They are discerning about mathematical choices and can begin to justify them.

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Listening and Attention

30-50: Listens to others one to one or in small groups, when conversation interests them.

30-50: Listens to stories with increasing attention and recall.

30-50: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

30-50: Focusing attention – still listen or do, but can shift own attention.

30-50: Is able to follow directions (if not intently focused on own choice of activity).

40-60: Maintains attention, concentrates and sits quietly during appropriate activity.

40-60: Two-channelled attention – can listen and do for short span.

V+V = Grateful and Generous – Children will be generous in the time they give to others, they will listen to others and be grateful when others listen to them.

V+V = Attentive and Discerning – Children will learn to be attentive in a range of situations and are discerning about their listening choices.

Understanding

30-50: Understands use of objects (e.g. “What do we use to cut things?”)

30-50: Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.

30-50: Responds to simple instructions, e.g. to get or put away an object.

30-50: Beginning to understand ‘why’ and ‘how’ questions.

40-60: Responds to instructions involving a two-part sequence.

40-60: Understands humour, e.g. nonsense rhymes, jokes.

V+V = Attentive and Discerning – Children will listen attentively and follow instructions. They are discerning about the choices they make and can begin to justify and explain their decisions.

Speaking

30-50: Beginning to use more complex sentences to link thoughts (e.g. using and, because).

30-50: Can retell a simple past event in correct order (e.g. went down slide, hurt finger).

30-50: Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

30-50: Questions why things happen and gives explanations. Asks e.g. who, what, when, how.

30-50: Uses a range of tenses (e.g. play, playing, will play, played).

30-50: Uses intonation, rhythm and phrasing to make the meaning clear to others.

30-50: Uses vocabulary focused on objects and people that are of particular importance to them.

30-50: Builds up vocabulary that reflects the breadth of their experiences.

30-50: Uses talk in pretending that objects stand for something else in play, e.g - 'This box is my castle.'

40-60: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

40-60: Uses language to imagine and recreate roles and experiences in play situations.

V+V = Attentive and Discerning – Children will listen to others, wait for their turn to talk and how awareness of others. They are discerning about the ways in which they communicate and how others respond to them.

Physical Development

Moving and Handling

30-50: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

30-50: Mounts stairs, steps or climbing equipment using alternate feet.

30-50: Walks downstairs, two feet to each step while carrying a small object.

30-50: Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

30-50: Can stand momentarily on one foot when shown.

30-50: Can catch a large ball.

30-50: Draws lines and circles using gross motor movements.

30-50: Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

30-50: Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

30-50: Holds pencil near point between first two fingers and thumb and uses it with good control.

30-50: Can copy some letters, e.g. letters from their name.

40-60: Experiments with different ways of moving.

40-60: Jumps off an object and lands appropriately.

40-60: Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

40-60: Uses simple tools to effect changes to materials.

40-60: Shows a preference for a dominant hand.

V+V = Attentive and Discerning – Children will listen carefully to instructions and will think about how their actions during games activities could affect others.

Health and Self-Care

30-50: Can tell adults when hungry or tired or when they want to rest or play.

30-50: Observes the effects of activity on their bodies.

30-50: Understands that equipment and tools have to be used safely.

30-50: Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

30-50: Can usually manage washing and drying hands.

30-50: Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

40-60: Eats a healthy range of foodstuffs and understands need for variety in food.

40-60: Usually dry and clean during the day.

V+V = Attentive and Discerning – Children will make healthy and safe choices, paying attention to rules and instructions given.

Self-Confidence and Self-Awareness

- 30-50: Can select and use activities and resources with help.
- 30-50: Welcomes and values praise for what they have done.
- 30-50: Enjoys responsibility of carrying out small tasks.
- 30-50: Is more outgoing towards unfamiliar people and more confident in new social situations.
- 30-50: Confident to talk to other children when playing, and will communicate freely about own home and community.
- 30-50: Shows confidence in asking adults for help.

40-60: Confident to speak to others about own needs, wants, interests and opinions.

V+V = Attentive and Discerning – Children will become more self-aware, thinking about the choices they make and how others might have different interests or opinions.

Managing Feelings and Behaviour

- 30-50: Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- 30-50: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- 30-50: Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- 30-50: Can usually adapt behaviour to different events, social situations and changes in routine.

40-60: Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

40-60: Aware of the boundaries set, and of behavioural expectations in the setting.

V+V = Grateful and Generous – Children will share resources with others and thank others for sharing with them.

Making Relationships

- 30-50: Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- 30-50: Initiates play, offering cues to peers to join them.
- 30-50: Keeps play going by responding to what others are saying or doing.
- 30-50: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60: Initiates conversations, attends to and takes account of what others say.

V+V = Attentive and Discerning – Children will listen to and respond to others, beginning to take into account their own needs and the needs of others.

People and Communities

30-50: Shows interest in the lives of people who are familiar to them. **(All About Me – Families)**

30-50: Remembers and talks about significant events in their own experience **(All About Me – Ourselves/Families; Celebrations/Festivals)**

30-50: Recognises and describes special times or events for family or friends **(All About Me – Ourselves/Families; Celebrations/Festivals)**

30-50: Shows interest in different occupations and ways of life **(All About Me – Families; Cultures/Christmas)**

30-50: Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family **(All About Me – Ourselves/Families)**

40-60: Enjoys joining in with family customs and routines **(All About Me/Celebrations)**

V+V = Grateful and Generous – Children will be grateful for their families and friends.

The World

30-50: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world **(All About Me – Homes/Autumn/Harvest)**

30-50: Can talk about some of the things they have observed such as plants, animals, natural and found objects. **(Celebrations – Harvest/Autumn/Cultures)**

30-50: Talks about why things happen and how things work **(Celebration – Harvest/Autumn)**

30-50: Developing an understanding of growth, decay and changes over time **(Celebration – Harvest/Autumn)**

30-50: Shows care and concern for living things and the environment **(Celebration – Autumn)**

40-60: Looks closely at similarities, differences, patterns and change **(Celebration – Cultures/Autumn)**

V+V = Grateful and Generous – Children will be thankful for the world around them. They will recognise that God has been generous (links to harvest and Christmas).

Technology

30-50: Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

30-50: Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

30-50: Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

30-50: Knows that information can be retrieved from computers.

40-60: Completes a simple program on a computer.

40-60: Uses ICT hardware to interact with age-appropriate computer software.

V+V = Attentive and Discerning – Children will listen carefully to instructions and make choices about uses of technology, which they can explain to others.

Exploring and Using Media and Materials

- 30-50: Enjoys joining in with dancing and ring games.
- 30-50: Sings a few familiar songs.
- 30-50: Beginning to move rhythmically.
- 30-50: Imitates movement in response to music.
- 30-50: Taps out simple repeated rhythms.
- 30-50: Explores and learns how sounds can be changed.
- 30-50: Explores colour and how colours can be changed.
- 30-50: Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- 30-50: Beginning to be interested in and describe the texture of things.
- 30-50: Uses various construction materials.
- 30-50: Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- 30-50: Joins construction pieces together to build and balance.
- 30-50: Realises tools can be used for a purpose.

- 40-60: Begins to build a repertoire of songs and dances.
- 40-60: Explores the different sounds of instruments.

V+V = Attentive and Discerning – Children will be attentive when learning about music, dance or construction. They will follow and understand rules/instructions and learn how to make their own choices.

Being Imaginative

- 30-50: Developing preferences for forms of expression.
- 30-50: Uses movement to express feelings.
- 30-50: Creates movement in response to music.
- 30-50: Sings to self and makes up simple songs.
- 30-50: Makes up rhythms.
- 30-50: Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- 30-50: Engages in imaginative role-play based on own first-hand experiences.
- 30-50: Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- 30-50: Uses available resources to create props to support role-play.
- 30-50: Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60: Create simple representations of events, people and objects.

40-60: Chooses particular colours to use for a purpose.

40-60: Plays alongside other children who are engaged in the same theme.

V+V = Grateful and Generous – Children will be grateful for the skills they have learnt. They will be generous in giving their time to help and play with others.

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