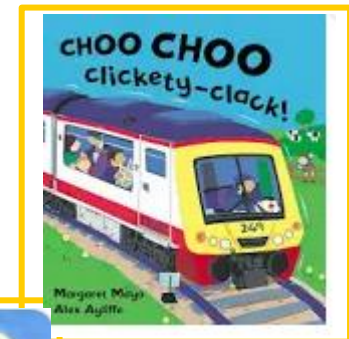
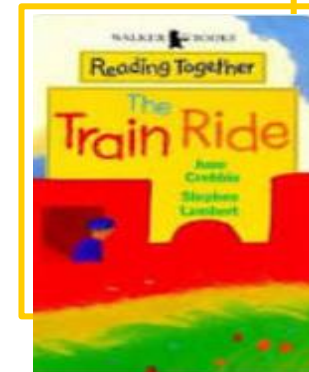
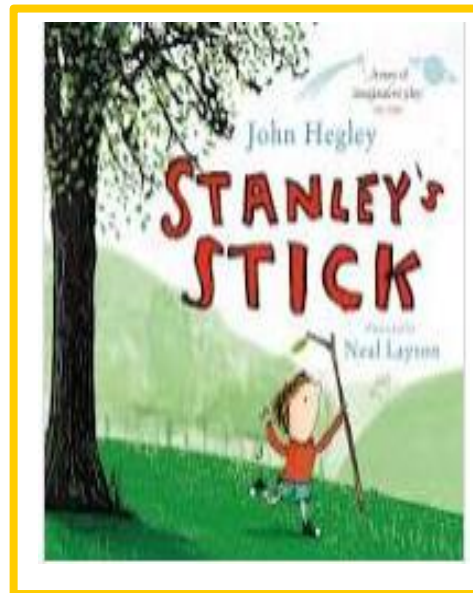
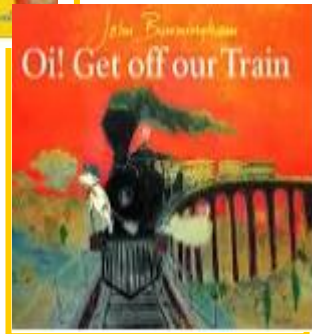
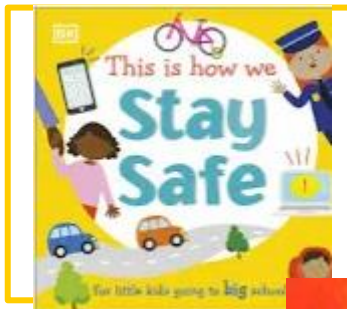


Reception Autumn Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Learning Outcomes: Autumn 1

Prime Areas of Learning		
Communication & Language	Personal, Social & Emotional Development	Physical Development
<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ Understand a question or instruction that has two parts ✦ Understand 'why' questions ✦ Begin to ask questions to find out more ✦ Understand how to listen carefully and why listening is important ✦ Learn and use new vocabulary linked to the past ✦ Listen to and enjoy a variety of stories/poems/rhymes/non-fiction texts ✦ Begin to talk about stories using pictures to support ✦ Begin to show an awareness of how stories are structured ✦ Begin to say how they feel about stories, rhymes or poems ✦ Retell a familiar and develop own narrative, using some story language <ul style="list-style-type: none"> ✦ Begin to articulate their ideas and thoughts in well-formed sentence (including the use of some irregular tenses) ✦ Begin to connect one idea or action to another using a range of connectives <p>?’</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ Begin to see self as a valuable individual ✦ Begin to express feelings and understand how others might be feeling ✦ Begin to identify and moderate own feelings socially and emotionally ✦ Begin to resolve conflicts with others by negotiating and compromising ✦ Begin to set own goals and show resilience and perseverance in the face of challenge ✦ Manage own self-care needs ✦ Develop confidence to try new activities and show independence ✦ Know and begin to talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating 	<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ Revise and consolidate movement skills already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> ✦ Begin to develop overall body-strength, balance, co-ordination and agility. ✦ Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ✦ Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ✦ Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> ✦ Further develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene ✦ <i>Use a comfortable grip with good control when holding pens and pencils</i> ✦ Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons

Specific Areas of Learning			
Literacy ... including Phase 1 Phonics	Mathematics	Understanding the World	Expressive Arts & Design
<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ Understand the five key concepts about print ✦ Continue to develop P1 phonological awareness, with particular focus on <i>rhythm & rhyme; alliteration; oral blending and segmenting</i> ✦ Read individual letters by saying the sounds for them – secure P2 phonics ✦ Blend sounds into words, so that they can read short words made up of known letter– sound correspondences, applying P2 phonics to read VC and simple CVC words ✦ Begin to read a few common exception words matched to the school's phonic programme – P2 phonics ✦ Begin to read simple phrases / sentences, applying P2 phonic knowledge ✦ Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ✦ Read pink B guided reading books ✦ <i>Write name correctly, using correct letter formation</i> ✦ <i>Use some of their print and letter knowledge in their early writing</i> ✦ Begin to form some lower-case letters correctly ✦ Begin to spell words by identifying the sounds and then writing the sound with letter/s, phase 2 VC and simple CVC words ✦ Begin to write captions ✦ Begin to re-read what they have written to check that it makes sense * See CL for comprehension skills 	<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ Recite numbers to 10 ✦ Count objects, actions and sounds ✦ Subitise 3 / 4 objects (quick recall without counting) ✦ Link the number symbol (numeral) with its cardinal number value to 5 ✦ Compare numbers to 5 ✦ Understand 'one more/less than' to 5 ✦ Explore the composition of numbers to 5 ✦ Begin to explore number bonds to 5 ✦ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ✦ Continue, copy and create repeating patterns ✦ Begin to compare length and weight 	<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ Begin to comment on images of familiar situations in the past ✦ Talk about members of their immediate family and community ✦ Name and describe people who are familiar to them ✦ Begin to understand that some places are special to members of their community ✦ Begin to recognise that people have different beliefs and celebrate special times in different ways ✦ Describe what they see, hear and feel whilst outside 	<p>Children learn to:</p> <ul style="list-style-type: none"> ✦ <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> ✦ <i>Take part in simple pretend play</i> ✦ Begin to develop complex stories using small world equipment ✦ Begin to develop storylines in their pretend play – including those linked to focus text ✦ Begin to listen attentively, move to and talk about music, expressing their feelings and responses ✦ Sing in a group or on their own ✦ Begin to explore and engage in music making and dance

Characteristics of Effective Teaching & Learning		
Play & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> ✦ Make individual choices ✦ Do things independently which have been taught previously ✦ Share and talk about their own interests and fascinations ✦ Engage confidently in new experiences 	<ul style="list-style-type: none"> ✦ Participate in daily routines and predict the sequence of routines ✦ Use a range of strategies to reach a goal they have set themselves ✦ Begin to correct their mistakes ✦ Keep in trying when things are difficult 	<ul style="list-style-type: none"> ✦ Share their own ideas ✦ Take part in simple pretend play and use to understand another perspective. ✦ Concentrate on achieving something that is important to them ✦ Solve real problems

Adult-Led Teaching & Learning (shared / guided inputs): Activity Ideas

Prime Areas

<p><u>Communication & Language</u> Quality read-a-loud with actions and expression. Use the small world tray to retell the story Book Talk –Partner work – Talk about things that a stick could be/used for. Text Retelling – In outdoor area children re-enact the story using large sticks/ masks and props Questions – Ask questions to the railway worker. How do we know what time a train arrives/departs? How do the trains stay on the tracks? Where do we buy tickets etc. Connect Ideas – Discuss the characters, settings and events of the story. Have you ever been on a walk and collected sticks? What have you used sticks for? Why are sticks on the ground Songs - Sing Train songs- Riding on a train. The train song</p>	<p><u>Personal, Social & Emotional Development</u> Read the book , 'This is how we stay safe' and discuss. Moderating own feelings and being considerate: remind children to / praise them for <input type="checkbox"/> keeping calm <input type="checkbox"/> being patient <input type="checkbox"/> waiting their turn <input type="checkbox"/> sharing <input type="checkbox"/> tidying up after themselves Moderating own feelings and being considerate: praise children for <input type="checkbox"/> keeping calm <input type="checkbox"/> being patient <input type="checkbox"/> waiting their turn <input type="checkbox"/> sharing <input type="checkbox"/> tidying up after themselves Managing feelings Talk about Staley's feelings throughout the story when the stick became different things. How did he feel when it was a dinosaur? How did he feel when it was washed away by the sea?</p>	<p><u>Physical Development</u> Gross Motor Skills Play traffic light game. Play as a train changing movements/ direction quickly Encourage sensible sitting for writing. (Back straight against the chair, both feet flat on the floor, chair under the table.) Ball skills throwing and catching to a partner Continue to encourage hand washing at lunchtime, snack time and legendary line ups and wonderful walking Fine Motor Skills Letter formation in coloured sand, playdough and shaving foam. Tweezer work to encourage tripod grip. Dough Disco Scissor work</p>
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Specific Areas

<p><u>Mathematics</u> Recite Numbers To 10 Use the counting stick and train to count forwards and backwards Subitise numbers to 5. Count upto 5 objects or actions accurately Count how many sticks to make different things eg Dinosaur Count sets of sticks. Subitise to 5 Subitise number of sticks , mini people, mini trains Compare numbers to 5 Compare sets of sandwiches for the picnic / people on the train. Explore number bonds to 5 Five Frames sticks and trains and mini people. Pattern & Shapes Make trains using different shape 2d carriages. Make patterns for train tracks Length & Weight Measured the length of sticks and compared the weight of suitcase</p>	<p><u>Understanding The World</u> Past and present Compare images of stations and trains from the past to stations and electric engines today. Look at steam trains, watch short video clips and look at pictures of signal boxes and compare to our local station in Ince. Use new historical vocabulary – long ago, history in the past, heritage. , Culture & Communities – A visit from Dot the Vicar. Children to look at her special things she takes to church eg. bible, candle, communion wine cup and collar</p>	<p><u>Expressive Arts & Design</u> Explore new techniques different patterns using trains in paint. Collage window scene from a train ride Use sticks to make characters from the story Use sticks in the mud and to paint pictures Role play ticket office Make large scale model train using crates</p>
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Literacy

Phonics – Supersonic Phonic Friends – Basic 2, Group 1/2
 Name Writing
Purposeful Writing –
 Write labels for sticks using initial sounds
 Make own train tickets
 Create a class book about what a stick could be used for