

Autumn 1: Reception

Key books this term



Starting school & all about me - week 1-3

Key Vocabulary:

- **Rules and routines:** These ensure that we are all kept happy and safe.
- **Self portrait:** A picture that we do of ourselves.
- **Unique:** We are all different and one of a kind.
- **Teamwork:** Working together to look after each other and our classroom. Our class is a team.
- **Feelings:** Happy, Sad, Angry, Scared, Excited.

Key Questions?

- What is your name?
- Who are we? Who are you?
- What do we do at school?
- Who are the staff around school?
- What are the routines?
- What rules do we have in our class and why do we need them?
- Where is... getting to know our classroom?
- When is break and lunch?
- What makes us unique and special?
- How have we changed?
- What has happened in our past?
- How are you feeling?
- How do we stay safe and care for others?



Detective Donaldson- week 4

Key Vocabulary:

- **Family:** People you live with and care for you.
- **School Family:** A special group who love and care for you.
- **Life cycle:** The sequence of changes that a living thing goes through as it grows and develops.
- **Rhyme:** Words with the same sound at the end.
- **Farm:** An area of land, along with buildings and equipment, used to grow crops or raise animals for food or clothing.
- **Farmer:** A person who owns or runs a farm
- **Precious:** Something or someone of great value.

Key Questions?

- What is a family?
- Who is in our community?
- What does God know about us?
- What does God say about us?
- Who is precious to you?
- How does a ladybird grow?
- What animals live on a farm?
- What changes are there from when I was a baby and now i'm in school?
- Did the Robbers make a good choice?
- How do we work together?
- Why should we look after our classroom and each other?



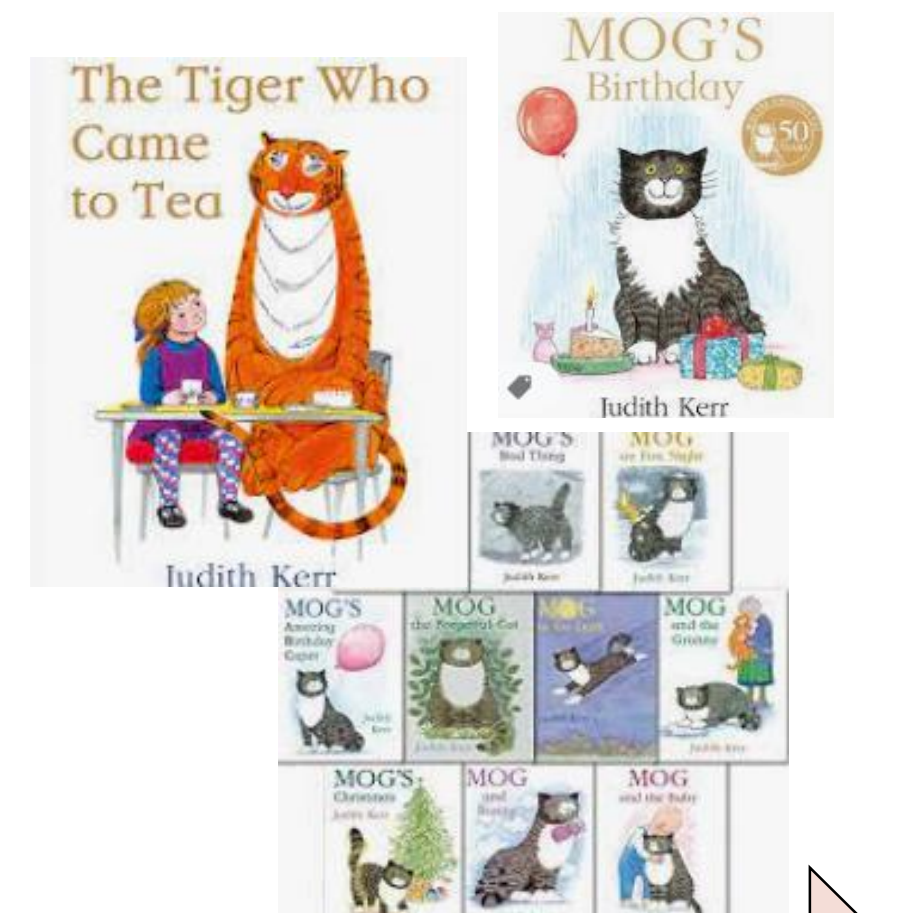
Global Achiever's Week & Superworm - week 5

Key Vocabulary:

- **Colours:** Red, orange, yellow, green, blue, indigo and violet.
- **Repeating pattern:** A pattern of colour, shapes, objects that repeat. AB, AAB
- **Pattern:** A repeated, decorative design.
- **Achiever A** person who achieves a high or specified level of success..
- **Worm:** An animal with a long, thin, round body and no legs.
- **Habitat:** A place that an animal lives.
- **Baptism:** A ceremony that symbolises a commitment to God.
- **Subitise:** To instantly recognise an amount without counting.

Key Questions?

- What comes next in the pattern?
- Which colour/shape is the odd one out?
- What is a worm's habitat like?
- How can Super worm be a good friend?
- What does a worm eat?
- What is a worm dance?
- Where will we find a worm?
- How do we welcome a baby?
- Have you ever been Baptised?
- What happens at a Baptism?
- Where are people Baptised? Why?



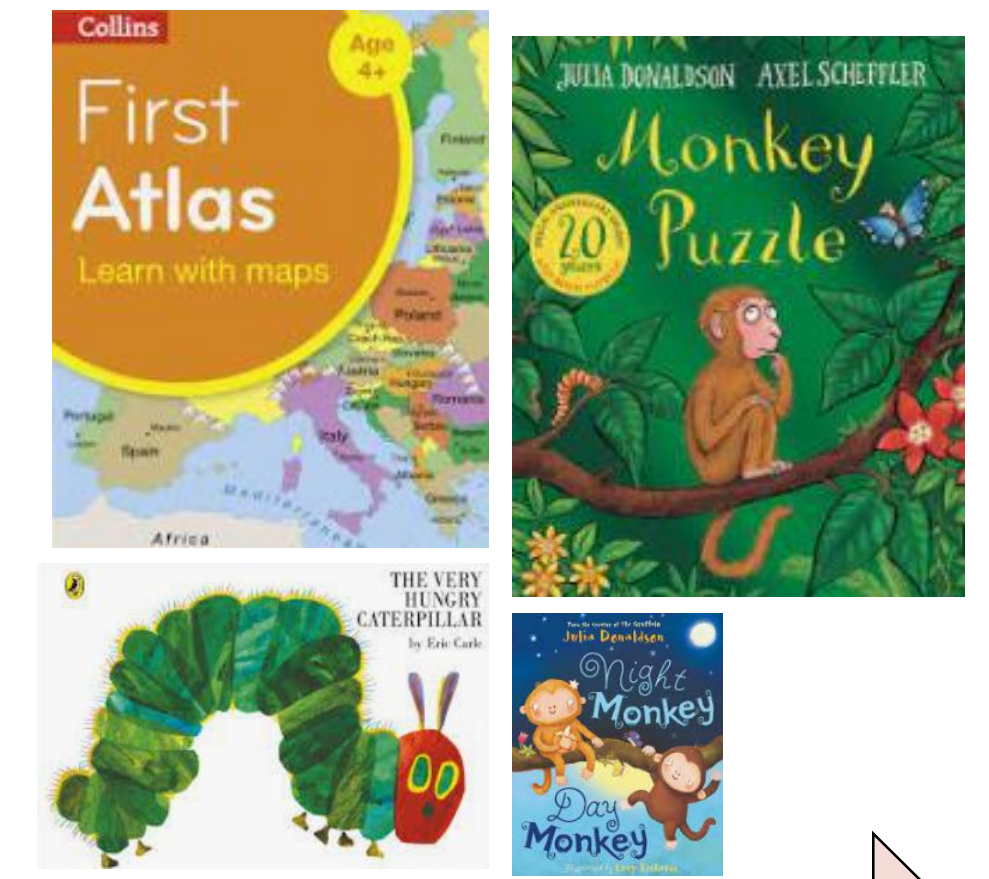
The Tiger who came to Tea - week 6

Key Vocabulary:

- **Judith Kerr:** An author who wrote the stories of Mog and the Tiger who came to tea.
- **Author:** The person who wrote a story.
- **Illustrator:** The person who drew the pictures in a picture book.
- **Sequence:** things in the correct order, to tell a story or a set of instructions.
- **Tea:** A hot drink.
- **Tiger:** A big cat.

Key Questions?

- What stories did Judith Kerr write?
- What is an illustrator? What is an author?
- How do we write words in a list?
- What is happening in the picture?
- If you could have anything/one for tea, what would it be?
- What happens in the story? What happened next? What do you think will happen next? What would you do?
- How do you think the characters feel?
- How do you make a cup of tea?



Monkey Puzzle- week 7

Key Vocabulary:

- **Jungle:** Land covered with dense forest and vegetation, usually in tropical climates.
- **Describe:** The tell someone the appearance, sound, smell, events.
- **Body parts:** Head, face, ear, back, leg, tail, whiskers, paw, teeth, nose
- **Animal names:** Monkey, butterfly, elephant, parrot, bat, snake, frog
- **Animal babies:** calf, tadpole, caterpillar, cub, fawn, foal
- **Responsibility:** being dependable, making good choices and taking accountability for your actions.
- **Globe:** A model of the earth.

Key Questions?

- What animals live in the jungle? Can you think of any that are not in the story?
- Do all animals look like their Mummies?
- Can you guess the animal from my description?
- Can you match the animal Mums to their babies?
- How do animals change?
- Where is England on the globe?
- What animals live in.... ?
- Where can you find kangaroos?
- What is the blue and green on the globe?

Fine motor:

Name writing

Children will find and trace their names, following the arrows to ensure they start their letters in the correct place and have the correct formation.



We will focus on copying lines and circles.

In play:

In play the children will improve their fine motor skills. They will do this whilst using construction, doll dressing, IT and a range of other activities that will be out in provision.



AT HOME: Can you follow some instructions to make some playdoh to play with at home?

Pencil grips- We will be teaching the children to write using a tripod grip- please encourage this at home.

Gross motor:

Children use their gross motor skills to perform every day functions, such as walking and running, playground skills and sporting skills During PE sessions on a Thursday, we will practise the skills of running, skipping, hopping and jumping, throwing and catching and controlling a ball. Children will learn how to move safely around others, and to change direction to avoid others.



Funky Fingers:

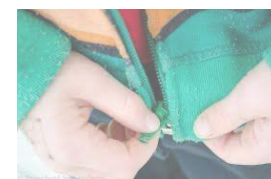
As well as being accessible in provision times, a lesson each week will focus on 'funky fingers' activities. Examples of these activities are; Playdoh, threading, drawing, stencils, scissor skills and games. These fine motor skills help the children to develop their hand muscles and support their pencil grip and letter formation.



Physical development

Self care:

Encourage your children to dress themselves – putting on and removing their own coat, shoes and jumpers. Eating – using cutlery, opening lunch boxes and food bags. Hygiene – cleaning teeth, toileting, washing and drying hands.



Subitising:

We will subitise amounts to 3. We will follow NCETM's Mastering Numbers.

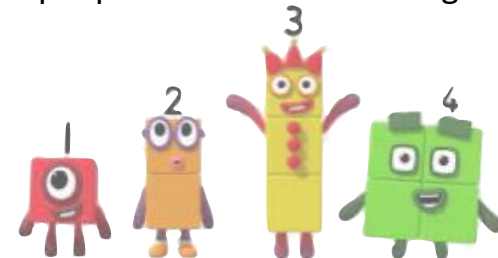


Mathematics

We follow the white rose scheme for maths, incorporating numicon and number blocks to support our math's learning.

A number a week 0-4

From week 3 we will start focusing on a number a week. The value of the number, counting within the number, representations of the number, formation of the number and the shape and money correspondence. For example 3- 3p, 1p+2p and a circle and triangle.



AT HOME: Practice counting and looking for numbers in the world around them.

Comparing quantities

We will be looking at quantities asking questions like: what has more and what has less? Do you know how many more? We will find 1 more and 1 less than a number to 3.



Size, Mass and Capacity

We will look at, measure and compare the size and weight of objects. We will use a balance and non-standard units. We will compare capacity and use associated vocabulary.

Sorting

The children will practice sorting- in size, colour, same/different, shapes, which one doesn't belong.



Patterns:

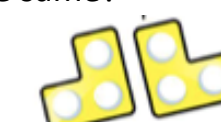
We will explore patterns and concepts behind patterns. We will make AB patterns.

Odd one out

We will look at what the similarities are and what the odd one out might be.

Matching

The children will explore matching- can you find my other half? Is it the same?



RE At Holy Cross, we follow the Religious Education Directory. We will begin our religious studies by looking at God's Creation. Through this we will learn about God's love and care for all of us. We will learn that we are all a part of God's family and we will learn about the Sacrament of Baptism.

Knowledge and understanding of the world



The natural world:

We will begin to make predictions- what we think will happen, where we think we will find mini-beasts. We will be using our senses to explore our new school environment. We will explore and we will know some of the key features of the natural world around us. The children will learn about changing seasons – Autumn. We will observe how the leaves change colour. We will learn how animals grow and change. We will sequence the life cycle of a Ladybird. We will match animals and babies.

People and communities:

Discuss our class, our families and our school community. We will learn the name of our school and know that it is in Harlow. We explore a globe. We will know that the green is land and the blue is sea.



Past and Present:

We will explore how we have changed (my own past)

AT HOME: Talk to your children about the world around them and their place in it.

Computing:

We will use familiar technology in our play. E.g. phone, computer and camera in role play area. We will use the interactive whiteboard, and be introduced to our class 'Board Bees/Bears', where we take turns.

Extras:



- *Baseline Assessments
*Mental Health Week
*Harvest Collection
*Global Achievers Week



Topics

- Week 1: Settling in/visiting
Week 2L Starting school about me
Week 3: Starting school about me
Week 4: Detective Donaldson- what the ladybird heard.
Week 5: Superworm (Global Achievers Week)
Week 6: Judith Kerr- Mog/Tiger
Week 7: Monkey Puzzle

Phonics

This year we begin using a new phonics scheme called 'Little Wandle Letters and Sounds'. The big focus is to help the children to be able to read CVC words by Christmas. We will teach the children key skills over the Autumn term to help them to achieve this.

Oral blending

Blending in phonics is combining broken up sounds to make a word. For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading.

AT HOME: Practice asking your children if they would like something: for example- Would you like the M-I-L-K?

Literacy- Reading and writing

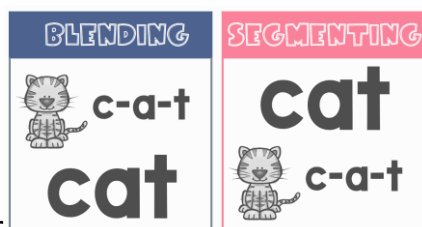
Sounds

We will be learning these sounds (phonemes) for each of the letter of the alphabet, linking each sound to its letter (grapheme). We will also be learning the capital letter than corresponds with the sound. This will be supported by learning a handwriting rhyme for each letter to help with letter formation.



Segmenting

This is the process of breaking down the words into separate sounds and syllables. For example ro-bot.

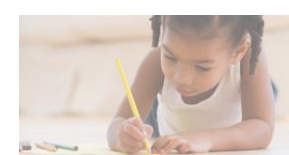


Autumn 1 Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l

New tricky words

is I the



AT HOME: These are the sounds and tricky words that we will be learning this half term. Please practice at home.

Tricky words: These are words that you cannot sound out, they have a tricky part- for example: said. The tricky part is the 'ai' making the 'e' sound.

Relationships

The key focus when the children start school will be encouraging them to make relationships with peers and with the adults. We will ensure the children feel safe, and know who they can talk to if they have any worries or needs.



PSED



Feelings

Children will identify their feelings. We introduce them to our class emotions board during Mental Health Week.

Colour Monster

We will focus on the story of the Colour Monster as the children begin school, alongside the whole school.

Class rules

The children will help us to decide on class rules for the year.

JIGSAW

We follow a scheme called Jigsaw to focus on PSHE, which links to PSED in EYFS. The first topic focus is: Being me in my world- this will look at the children being in our community as a school, where they live, who they are and what makes them unique.

AT HOME: Talk to your children about ways we can be a really good friend.



Role play

The children will be able to perform and role play in a range of different spaces. Including; a home corner and a Birthday party.



Expressive Arts and Design

Art The children will complete a painted self portrait, that is displayed in their classroom. A school uniform will be added to their portrait. They will use a mirror and develop the skill of observation.

The children will create a Ladybird or a Butterfly for their first new classroom display. These are the class names.



Construction

The children have access to a range of constructional resources in the classroom. Including the introduction of junk modelling.

Music

We will sing a range of nursery rhymes in class, as a whole, in groups and individually. We will be following a music scheme called Charanga.

Dance

We will move to music and develop an awareness of space.

AT HOME: Sing nursery rhymes.