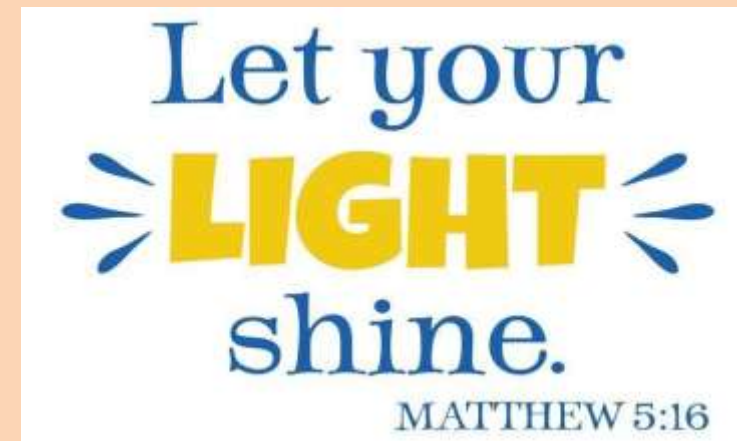


# What's happening this half-term in Reception?

## Autumn 2

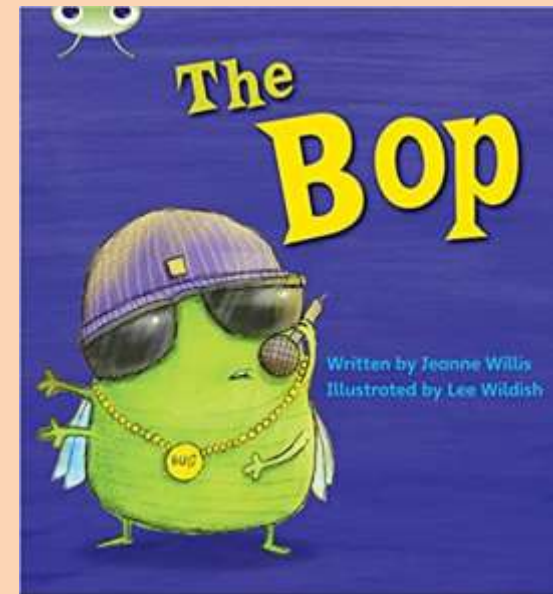
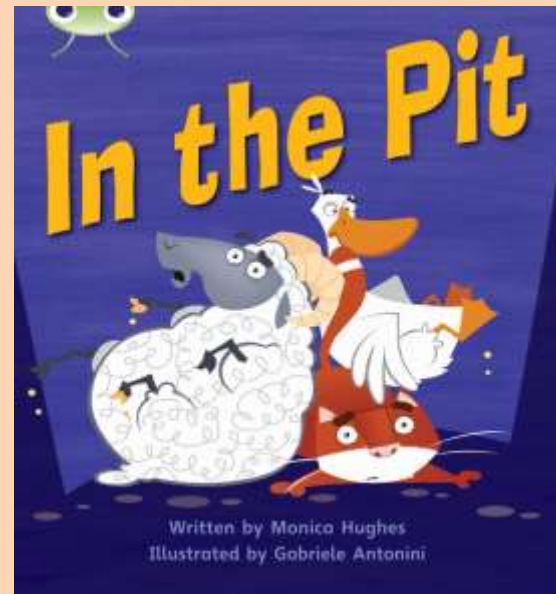
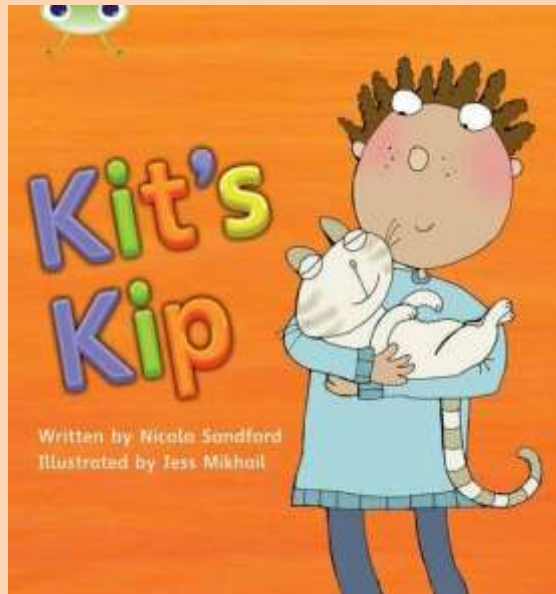


Early Learning Goals (End of year target) for Literacy			Early Learning Goals (End of year target) for Mathematics	
Comprehension	Word Reading	Writing	Number	Numerical Patterns
<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate (where appropriate) key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

# Literacy

We will be reading the following stories and exploring a variety of reading and writing activities linked to them.

The phonics bug books are linked to the sounds that we are learning, so this helps to support children in their writing.



# Independent writing

Children will also have a go at writing completely independently each week.
























They have a special book with picture prompts to write about each week – this is linked to the phonic sounds we have been learning.

# Phonics




During this half-term, we will be continuing to learn some of the phase 2 sounds and then we will move onto some of the phase 3 sounds.

We will be learning to segment and blend sounds together to read and spell simple words.

## Phase 2

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

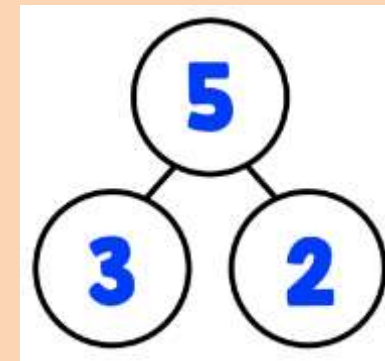
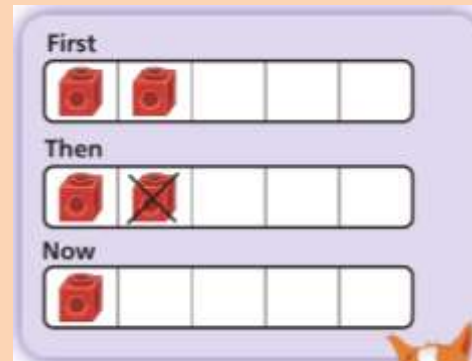
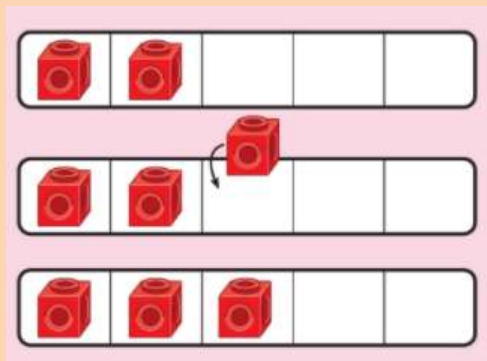
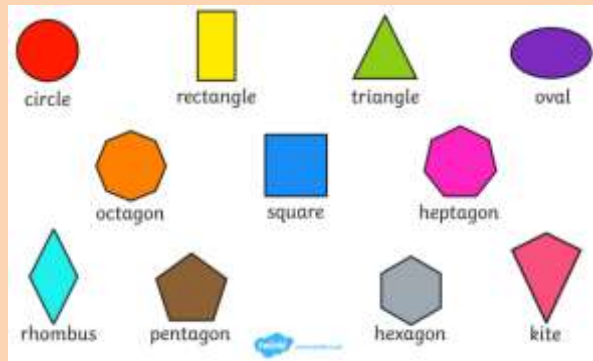
## Phase 3

j	v	w	x	y	z	zz	qu	ch	sh	th	ng	ai	ee
													
igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	ure	
													

# Maths

Have a look at what we'll be learning during our Maths lessons...

<b>2D shapes</b>	Children are introduced to the names of 2D shapes and some of the words to describe their properties. Children will see common 2D shapes shown in different orientations and be encouraged to look for examples of 2D shapes in the world around them.
<b>One more</b>	Children will learn about one more within 5. They will use role play and first, then, now story structures to explore adding one more. Children will learn to recognise that the next number they count is one more than the previous number.
<b>One less</b>	Children will learn about finding one less than a given number within 5 using concrete objects and pictures to help them. They will use role play and first, then, now stories to explore one less. Crossing out, not rubbing out, should be used when representing one less pictorially.
<b>Number bonds to 5 Part-whole model</b>	Children will be introduced to the vocabulary of whole and part, and practise the concept of breaking a whole into parts using a part-whole model.
<b>Spatial awareness</b>	Children will develop their vocabulary to describe the position of objects. They will look at items from different viewpoints and draw representations of the items they see.



# Religious Education

This half-term we will be starting our first unit of 'Creation' and then we will move onto our unit of 'People who care for us'.

<b>People who care for us</b>	To know that people show love and care for us. To know that we are all loved by God. To know about celebrations in church – weddings. To know the story of the Marriage Feast at Cana. To know the story of The Finding in the Temple.
<b>Advent</b>	To know about the special time of Advent. To be able to say my own Advent prayer.
<b>Christmas</b>	To know that Mary said 'Yes' to the Angel Gabriel. To know the story of Jesus' birth. To know that Jesus' first visitors were the shepherds.



# Understanding the world

This half-term we will be exploring our unit 'Transport: Past and Present'.  
We will also be learning about Bonfire Night and Remembrance Day.

## Transport

### Transport

1. There are many different types of transport.
2. We must think about how we travel safely.

### Transport around the world

3. There are different types of land transport around the world.
4. There are different types of water transport around the world.

### Travelling in the past

5. Transport in the past was different from the present day.
6. George Stephenson designed a steam train called Rocket.
7. Ernest Shackleton was an explorer who travelled to Antarctica.
8. Travelling in the coldest places on earth can be challenging.

### Travelling to the South Pole

9. Many moving toys have wheels.
10. We can use an axle to help our wheels to turn.

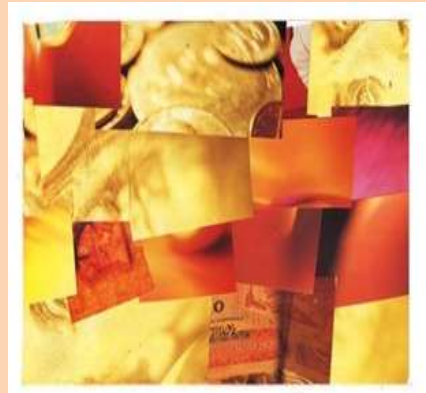


# Art

This half-term we will be learning about our unit of 'Colour and Seasons'.

## Colour and Seasons

To mix colours by adding water.  
To explore the work of Camille Pissarro.  
To identify colours associated with seasons.  
To design a Christmas card/scene reflecting the season.

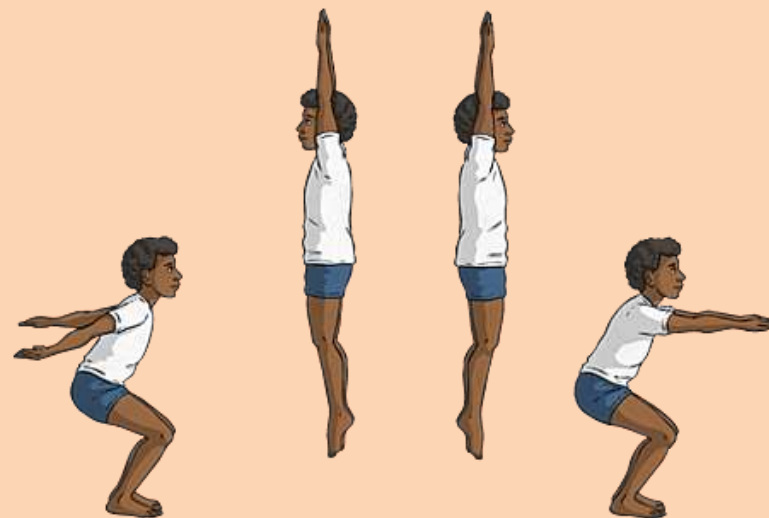


# PE – Physical Education

This half-term we will be starting our unit of 'Body Management 2'.

## Body Management 2

- Explore a variety of rolling, sliding and slithering.
- Jump using a variety of take offs and landings, moving on and off low apparatus using hands and feet in a variety of combinations.
- Participate in a variety of small group co-operative activities.



# Music

This half-term we will be focusing on Nativity songs and Nursery Rhymes.



## Autumn 2 - Nursery rhymes

Twinkle Twinkle  
Little Bo Peep  
Little Jack Horner  
Little Miss Muffet  
One two buckle my shoe  
Incy Wincy Spider  
The wheels on the bus  
Down at the station



Nursery rhymes and children's songs boost vocabulary and language development.



They help children to develop literacy skills



They provide a fun way to support early numeracy skills



Nursery rhymes help children to develop social, physical and emotional skills.



# RSHE

This half-term we will be looking at the units – ‘Religious Understanding’.

## Module: Created and loved by God

Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

**Unit:  
Me, my body,  
my health**

**Sessions – I am me/ Heads, Shoulders, Knees and Toes/ Ready Teddy?**

Me, My Body, My Health, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

**Unit:  
Emotional  
Well-being**

**Sessions – I like, you like, we all like/ All the feelings/ Let's get real**

Over the three sessions of Unit 3 – Emotional Well-Being, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.

