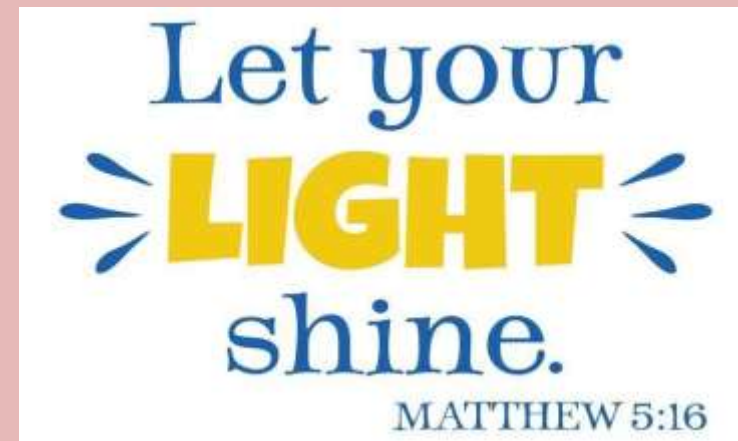


What's happening this half-term in Reception?

Autumn 1



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

Literacy

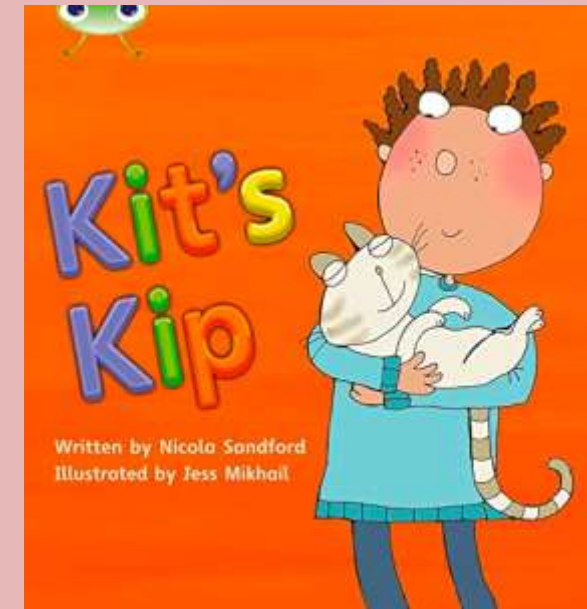
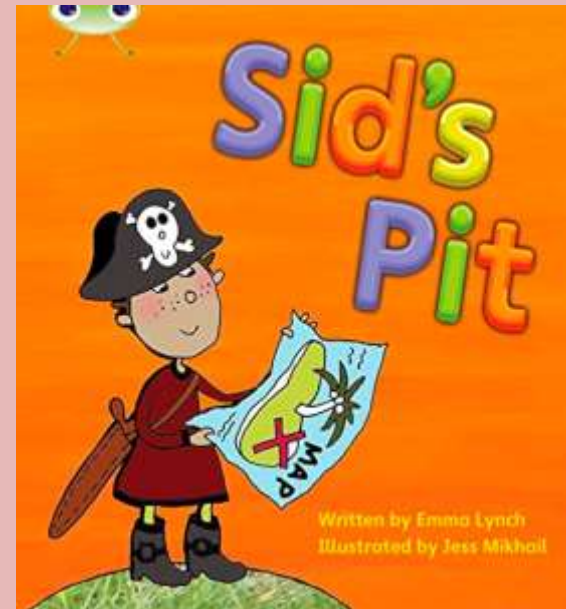
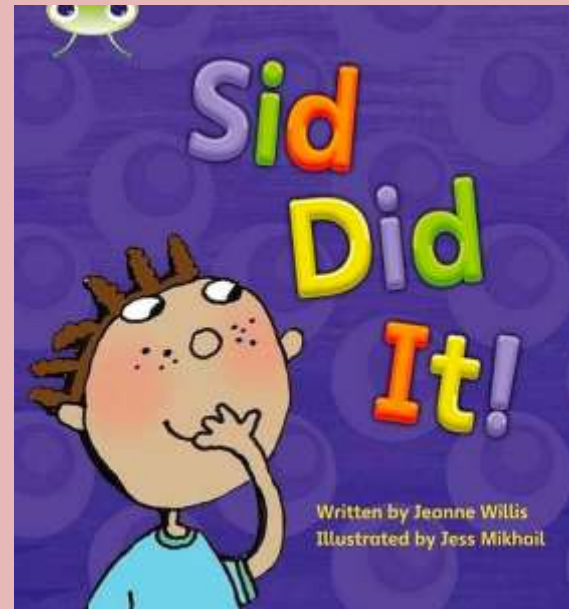
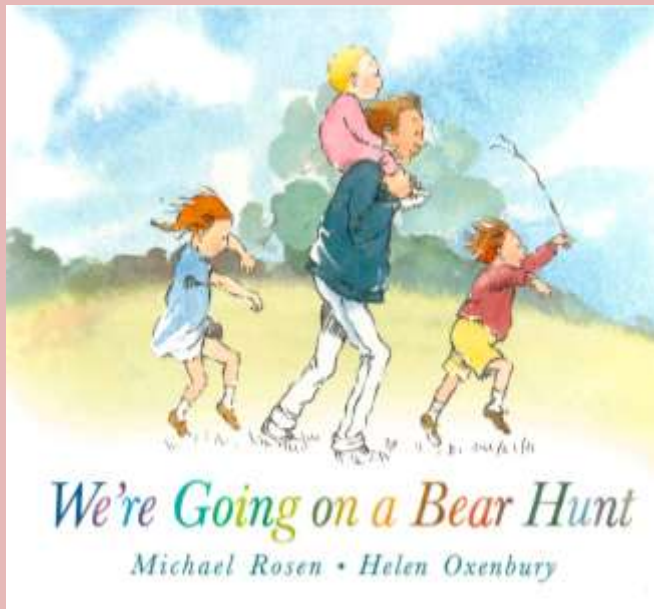
We will be reading the following stories and exploring a variety of reading and writing activities linked to them.

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

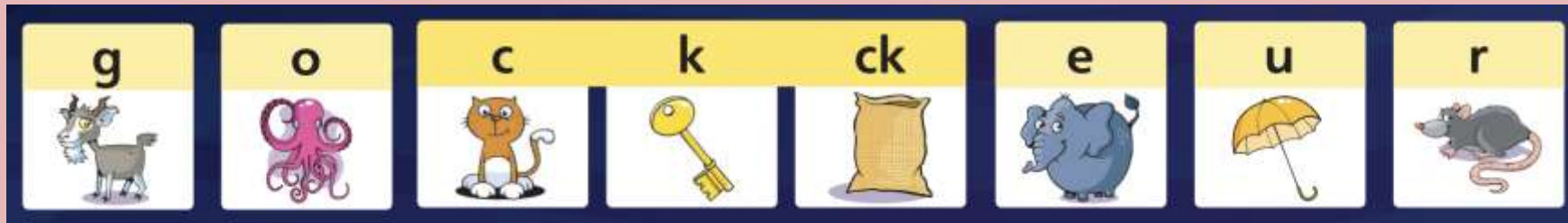
During this half-term, we will be focusing on some of the phase 2 sounds. We will be learning to segment and blend sounds together to read simple words.



sat

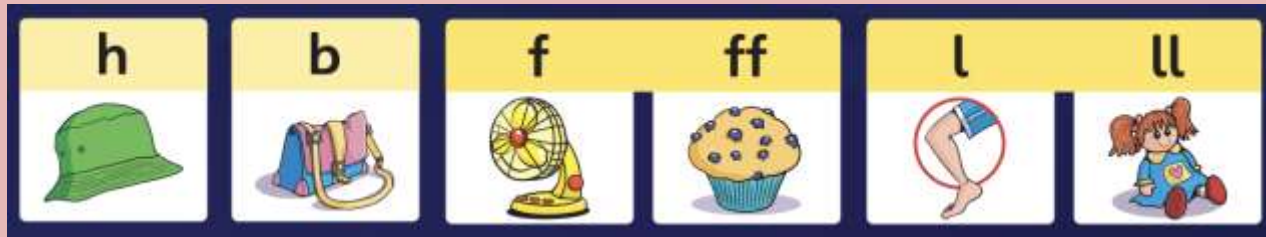
pin

dip



mad

dog



cot

kick

bed

rug

hit

doll

lap

less

pen

bed

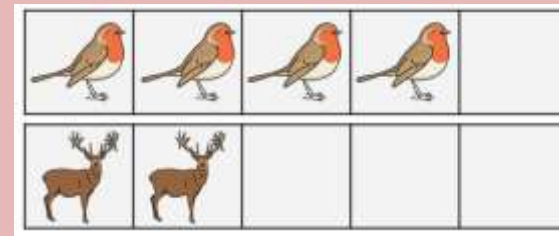
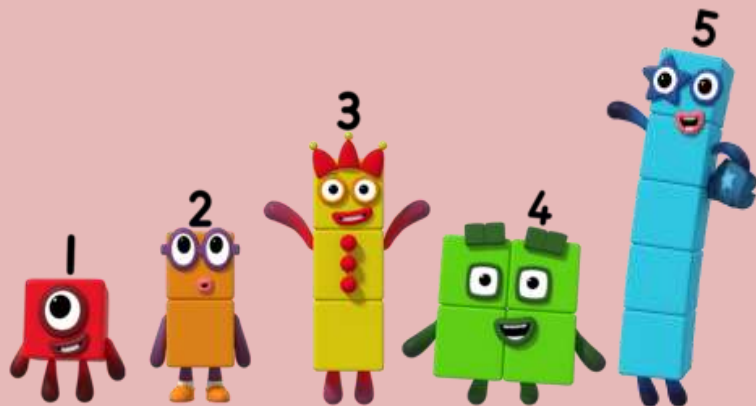
huff

fun

Maths

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

Counting to 1, 2 and 3	Children will start to count to 3 and back from 3. They will link the skill of counting 3 concrete objects to the pictorial representation of 3, and then to the abstract numerals 1, 2 and 3.
Counting to 4	Children will build on their knowledge of counting to 3, by counting to 4. They will link the skill of counting 4 concrete objects to the pictorial representation of 4, and then to the abstract numeral 4. The five frame is introduced for the first time.
Counting to 5	Children will learn to count to 5 using the counting principles they developed in Week 1 and Week 2. Children will represent numbers up to 5 in concrete and pictorial ways as well as linking an amount to the numerals 1, 2, 3, 4 and 5.
Comparing quantities of identical objects	Children will compare groups of identical objects using the language more, fewer and less. Identical objects are compared in different orientations, and include equal-quantity groups to prompt more creative thinking about how identical groups can be compared.
Comparing quantities of non-identical objects	Children will compare two groups of non-identical objects saying which group of objects has more, fewer or the same. Children will build on learning from the previous week, matching objects to compare quantities, but focusing on matching non-identical objects to draw out the misconception that objects must be the same to compare them.
3D shapes	Children will focus on properties of 3D shapes through hands on exploration and play.



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'.

<p>Creation</p>	<p>To know that God created the world. To know about the world God made. To know that God made us all special/To recognise the special gifts that God has given us. To know that our families are a gift from God.</p>
<p>People who care for us</p>	<p>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.</p>



Understanding the world

This half-term we will be exploring our unit 'All about me'.

All about me

All about me!

My body has many different parts and my body can do amazing things.

My family and myself

Humans change over time and families grow and change over time.

Where I live

I know where my school is and I know where I live.

People who help us

People in our community help us and when there is an emergency, people can help us.

Our Community through the year

There are four seasons; spring, summer, autumn and winter and during Autumn, some trees lose their leaves.



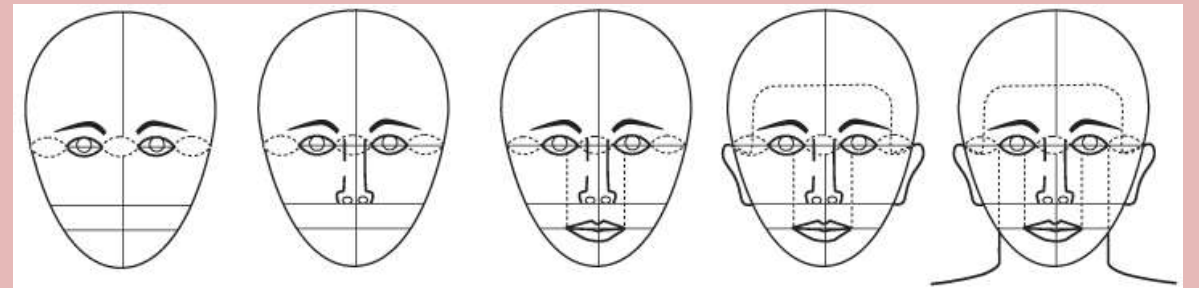
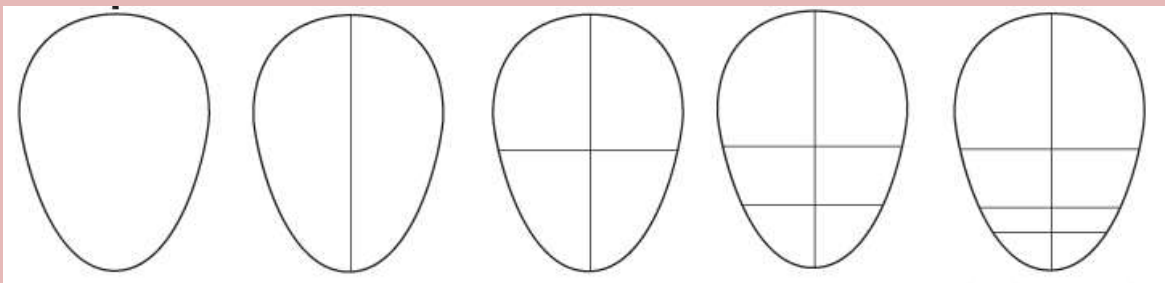
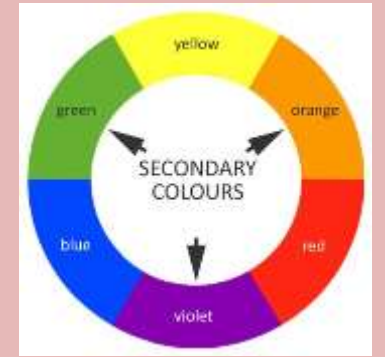
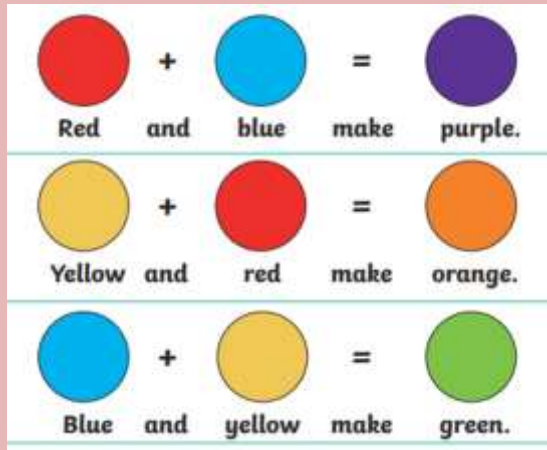
In case of
emergency
DIAL 999

Art

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

Exploring Colour

To explore primary colours.
To explore mixing primary colours.
To explore the work of Joan Miró.
To draw a self-portrait from a photograph.
To paint a self-portrait using a mirror.



PE – Physical Education

This half-term we will be starting our unit of 'Body Management 1'.

Body Management 1

- Explore balance and managing own body including manipulating small objects.
- Able to stretch, reach, extend in a variety of ways and positions.
- Able to control body and perform specific movements on command.



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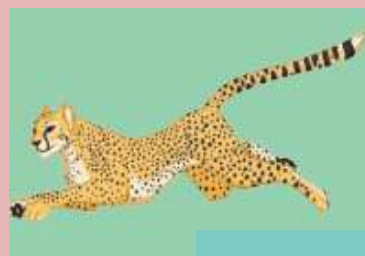
Music

This half-term we will be exploring our unit of 'Music and Movement'.

Music and Movement	<p>Action songs – To understand why songs have actions (learn simple Makaton signs to accompany a song).</p> <p>Finding the beat – To explore beat through body movement (express feelings and emotions through movement to music).</p> <p>Exploring tempo – To explore beat through body movement (express feelings and emotions through movement to music).</p> <p>Exploring tempo and pitch through dance – To explore pitch and tempo through scarf dancing and body movement.</p> <p>Music and movement performance – To perform action songs to a small audience.</p>
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Tempo
Fast & slow



Pitch
High & low



Pulse
Heartbeat of the song
we feel the beat



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:
Religious
Understanding**

Sessions 1 – 5 : Handmade with love

Religious Understanding introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.

