Reception - Term 1 and 2

|  |  |  |
| --- | --- | --- |
| **Topic Title – I’m Special I’m Me and Celebrations**  **We will be learning all about ourselves, our friends and our families this term! We will be settling in to our new school and becoming life long learners. We will be**  **celebrating occasions that are special to us whilst looking at similarities and differences between ourselves and**  **others.** | | |
| **Communication and Language**  **Context:**  In this area of learning we will focus on **t**alking about friends, families, feelings, getting to know ourselves and each other.  Circle times where we discuss feelings and different topics.  Daily conversations with adults and peers.  **Key Skills:**  **Listening and Attention**  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Use new vocabulary through the day.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.  **Speaking**  Ask questions to find out more and to check I understand what has been said to me.  Articulate my ideas and thoughts in well-formed sentences.  Develop social phrases. | **Physical Development**  **Context:**  In this area of learning we will focus on **p**ersonal hygiene- washing hands and toileting.  Throwing and catching.  Moving confidently in spaces.  Using the outdoor area confidently and correctly.  **Key Skills:**  Revise and refine the fundamental movements skills I have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Progress towards a more fluent style of moving with developing control and grace.  Developing the overall body strength, coordination balance and agility needed to engage successfully with future PE sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outdoors alone, and in a group.  developing overall body strength, balance, coordination, and agility.  **Fine Motor skills**  Developing the foundations of a handwriting style, which is fast, accurate and efficient.  Developing my small motor skills so that use a range of tools, competently, safely and confidently, for example: pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons. | **Personal, Social and Emotional Development**  **Context:**  In this area of learning we will focus on **e**nvironment and Routines.  Developing relationships with others.  Understanding school routines.  Discussing feelings and emotions.  **Key Skills:**  **Self-Regulation**  Express my feelings and consider the feelings of others.  Identify my own feelings socially and emotionally.  manage my own needs.  **Managing Self**  See myself as a valuable individual.  Show resilience and perseverance in the face of challenge.  **Building Relationships**  Build constructive and respectful relationships.  Think about the perspective of others. |
| **Literacy**  **Context –**  In this area of learning we will focus onPhase 2 phonics.  Familiar rhymes.  Labelling- names, family members, initial sounds.  Simple sentence writing.  **Key skills:**  **Comprehension**  Reread books to build up my confidence, my fluency, my understanding and enjoyment.  **Word Reading**  Read individual letters by saying the sounds for them.  Blend sounds into words so that read short words made up of known letter sounds correspondences.  Read some letter groups that each represent one sound and say the sounds for them.  **Writing**  Spell words by identifying the sounds and then writing the sound with letter/s. | **Mathematics**  **Context –** In this area of learning we will focus on-  Exploring numbers 0-5.  Representing numbers.  1 more 1 less.  Exploring numbers in the environment.  **Key skills**  **Number**  Count objects, actions and sounds.  Recognise the number of objects in a small group without the need to count them.  Link the numeral with its value.  Count beyond 10.  Compare numbers.  **Numerical Pattern**  Select, rotate and manipulative shapes in order to develop special reasoning skills. | **Understanding the World**  **Context–** In this area of learning we will focus on tallking about people in my family.  Going on a Cuckoo Trail walk, discussing similarities/ differences.  Learning about our community.  **Key Skills:**  **Past and Present**  Comment on images of familiar situations in the past.  Compare and contrast characters from stories including figures from the past.  **People, Culture and Communities**  Talk about members of my immediate family and community.  Name and describe people who are familiar to me.  Recognise that people have different beliefs and celebrate different times in different ways.  **The Natural World**  Explore the natural world around me.  Describe what I see, hear and feel whilst outside.  Recognise some environments that are different to  the one in which I live.  Understanding the effect of changing seasons on the natural world around me. |
| **Expressive Arts and Design**  **Context –**  In this area of learning we will focus on painting self-portraits  Drawing and painting based around key texts.  Role play area.  **Key skills:**  **Creating with Materials**  Explore, use and refine a variety of artistic effects to express my ideas and feelings.  Return to and build on my previous learning, refining ideas and developing my ability to represent them.  **Being Imaginative and Expressive**  Listen attentively, move to and talk about music, expressing my feelings and responses.  Watch and talk about dance and performance art, expressing my feelings and responses.  Develop storylines in my pretend play.  Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).  Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draw accurate representations of people and objects. | **Stunning start-**  First day at school  **Marvellous middle:**  Cuckoo Walk  **Fabulous finish:**  Nativity Production | **PSHE:**  **Being me in my World:**  Classroom rules, routines and expectations.  Role play and practise of embedding these routines.  Know that being kind is good.  Identifying different feelings and the causes they can have.  Know the difference between kind and unkind hands.  Having a personal goal to strive towards such as star of the week.  **Celebrating Difference:**  Know what being unique means.  Know the names of some emotions such as happy, sad, frightened, angry.  Know why having friends is important.  Know some qualities of a positive friendship.  Know that they don’t have to be ‘the same as’ to be a friend.  Know what being proud means and that people can be proud of different things.  Know that people can be good at different things.  Know that families can be different.  Know that people have different homes and why they are important to them.  Know different ways of making friends.  Know different ways to stand up for myself. |