Reception - Term 1 and 2

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| **Topic Title – Incredible Me & Let’s Celebrate****This term we will be learning all about ourselves, our friends and our families. We will be settling into our new school, becoming familiar with the routines and expectations, developing our independence. We will be celebrating occasions that are special to us whilst looking at similarities and differences between ourselves and others.** |
| **Effective Learning Skills:**The Characteristics of Effective Learning within the Early Years focus on three key elements: engagement, motivation and thinking. The Characteristics of Effective Learning describe behaviours children use in order to learn. When learning well. children approach opportunities with curiosty, energy and enthusiasm. Effective learning should be meaningful to a child so that they are able to use what they have learnt and apply it in new sitatutions. This is why a play based curriculum is so positive for the children as this is when they can explore and use these skills independently. ***The characteristics are:*****Playing and exploring**- Finding out and exploring.- Using what they know in play.- Being willing to have a go.**Active learning** - Being involved and concentrating.- Perservering.- Achieving what they set out to do.**Creating and thinking critically**- Having their own ideas.- Using what they already know to learn new things.- Choosing and find new ways to do things. | **Incredible Me**Whilst meeting the skills outline in this document, we will be focusing on our topics of ‘Incredible Me’ and ‘Let’s Celebrate’ across Term 1 and 2. Lots of the learning we do will be focused on this and we will carry out learning linked to the topic. There will also be lots of opportunities for child-led learning and our interests will be taken into account in the planning of the environment. We will be learning through high quality texts, exciting ‘hooks’ throughout the week to bring our learning to life and through many experiences and new opportunities all throughout the term.**Our ‘stunning start’**First day at school.**Our ‘marvellous middle’**Visit to the Church and to our school wildlife garden.**Our ‘fabulous finish’**Nativity production.  | **Communication and Language** **Context:**We will be talking about ourselves, our friends and our families. We will be naming our feelings and using this vocbulary throughout the day. We will be making relationships and building friendships in our new class.We will meet the skills below through having daily conversations with adults and peers, when using the carefully planned environment and during circle times where we discuss feelings and other topics. **Key Skills:****Listening and Attention**- Understand how to listen carefully and why listening is important. - Learn new vocabulary and use it through the day.- Engage in story times.- Listen to and talk about stories to build familiarity and understanding.- Listen carefully to and learn rhymes and songs.- Engage in non-fiction books.- Hold conversation when engaged in back and forth exchanges with teacher and peers.- Make comments about what has been heard.**Speaking**- Use relatively well formed sentences to articulate their ideas and thoughts.- Describe events in some detail.- Use talk to organise thinking and activities and begin to use talk to work out problems.- Use talk to explain how things work and begin to explain why things might happen.- Develop social phrases.- Retell a story (some as exact repetition and some in their own words) once they have developed a deep understanding of the text.- Use new vocabulary in different contexts. |
| **Physical Development** **Context:** We will be developing and strengthening the muscles in our body that are needed for many important skills such as sitting and writing.We will meet the skills below when using the carefully planned environment, when exploring learning throughout the day and when taking part in PE sessions.**Key Skills:****Gross Motor Skills**- Develop the skills they need to manage the school day successfully (lining up, queuing, mealtimes) - Develop overall body strength, balance, co-ordination and agility needed to engage in P.E. lessons.- Use their core muscle strength to achieve good posture when sitting on the floor and on a chair at a table.- Develop fundamental movement skills that they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.**Fine Motor Skills**- Develop their small motor skills so that they can use a range of tools safely and confidently - Use a range of small tools | **Personal, Social and Emotional Development** **Context:**We will be talking about ourselves, our friends and our families. We will be learning to express and identify our emotions, whilst trying to understand how others may feeling too. We will be learning to manage our own needs such as toileting, washing our hands and getting changed independently. We will meet the skills below during daily conversations with others, through using the carefully planned environment and when taking part in the routines of the day.**Key Skills:****Self-Regulation** - Express their feelings.- Identify their own feelings and are beginning to moderate their feelings socially and emotionally.- Consider the feelings of others.**Managing Self**- See themselves as a valuable individual. - Show resilience and perseverance in the face of challenge.- Manage their own needs around personal hygiene. **Building Relationships** - Build constructive and respectful relationships. - Think about the perspective of others.- Form positive attachments to adults and peers.- Play co-operatively with others. | **Literacy** **Context:**We will be exploring making marks during our independent learning time. We will begin to practise writing letters in our names. We will be learning Phase 2 Phonics following the ‘Little Wandle’ scheme.We will meet the skills below when using the carefully planned environment, when drawing ourselves and our family, when exploring using a range of mark making tools both inside and outside and when taking part in our daily phonics sessions.**Key skills:****Comprehension** - Re-read books to build up my confidence, my fluency, my understanding and enjoyment.**Word Reading** - Read individual letters by saying sounds for them.- Blend sounds into words so they can read short words made up of known letter sound correspondences.- Read a few common exception words matched to Little Wandle programme.**Writing**- Form lower case letters correctly. - Form capital letters correctly.  |
| **Mathematics** **Context:**We will be exploring number, pattern and shape during independent learning time. We will be learning about numbers 0-5 including: representing number, subitising and one more/one less.We will meet the skills below when using the carefully planned environment, when taking part in daily maths sessions and when exploring number and pattern in the environment. **Key skills:****Number**- Subitise within 5.- Count objects, actions and sounds.- Link the number symbol (numeral) with its cardinal number value.- Count beyond 10. - Understand the ‘one more/one less’ relationship between consecutive numbers.- Explore the composition of numbers to 10. **Numerical Pattern**- Select, rotate and manipulate shapes.- Explore length, weight and capacity.- Continue, copy and create repeating patterns.  | **Understanding the World****Context:**We will be talking about ourselves both now and when we were a baby and will be talking about and celebrating our families. We will be reading stories that have a variety of characters in and will be comparing them. We will be exploring the world around us by using our senses. We will be celebrating different festivals and times of the year that are important to us and others in the world.sWe will meet the skills below when using the carefully planned environment, when taking part in circle time sessions, when talking to others about our families and when exploring the wildlife garden at school.**Key Skills:****Past and Present**- Comment on images of familiar situations in the past.- Talk about the lives of people around them and their role in society.- Compare and contrast characters from stories, including figures from the past.**People, Culture and Communities**- Talk about members of their family.- Name and describe people who are familiar to them.- Understand that some places are special to members of their community. - Know some similarities and differences between different religions and cultural communities in this country.**The Natural World** - Explore the natural world around them. - Describe what they can see, hear and feel whilst outside. - Understand the effect of changing seasons in the natural world around them.- Recognise some environments that are different to the one in which they live.  | **Expressive Arts and Design** **Context –** We will be learning how to safely use a range of tools (paintbrushes, pencils, crayons etc) through creating art pieces of ourselves, our family and our interests. We will be learning key songs and rhymes linked to our topics of ‘Incredible Me’ and ‘Let’s Celebrate.’ We will be exploring role play and acting alongside our peers. We will be performing in our nativity.We will meet the skills below when using the carefully planned environment, when drawing ourselves and our family, when exploring using a range of mark making and creative tools and when using the role play area. **Key skills:****Creating with Materials** - Explore and use a variety of artistic effects to express their ideas and feelings.- Create collaboratively, sharing ideas, resources and skills. - Make use of props and materials when role playing characters in narratives and stories. - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.- Share their creations, explaining the process they have used.**Being Imaginative and Expressive**- Listen attentively, moves to and talks about music, expressing their feelings and responses.- Watch and talk about dance and performance art, expressing their feelings and responses.- Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play.- Explore and engage in music making and dance, performing solo or in groups. - Sing a range of well-known nursery rhymes and songs.  |