

Reception Planning Autumn 2

Overall Theme: Celebrations



Possible lines of enquiry:

- Harvest
- Halloween
- Diwali
- Bonfire night
- Remembrance/Armistice Day
- Nursery Rhyme week
- Christmas

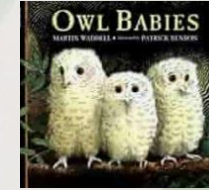
Characteristics of Effective Learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Favourite 5 books



Communication and Language

Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. Children paying more attention on the carpet and during guided tasks. Children understanding why they need to pay attention. Children responding to questions based on a text that has been read. Children discussing events in stories and asking questions about these. Children responding to other children and the adults in the setting. Children following clear instructions with 2 parts. Children using expression to communicate meaning. Children starting conversations and speaking to familiar adults. Children taking turns and telling past events. Children learning about rhyme and alliteration.

Personal, Social and Emotional Development

Children are sharing more often or may comfort a friend who is upset. Children identify their own emotions and name them. Children begin to take turns and share resources and are developing patience and understanding that there is more than just them in the class. Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too. Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips. Children are building on the relationships started last term. They are talking to children and adults in their setting and beginning to ask for help if they need it.

Physical Development

Children will revise and refine the fundamental movement skills they have already acquired. Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways. Children continuing to develop their fine motor skills. Children beginning to learn correct letter formations and use these in their writing.

Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

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Nursery Rhymes



Literacy

Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction Children using texts and images to answer simple questions. Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) Begin to blend some simple words Children read a few common exception words matched to the phonic programme. Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words First tricky words Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds. Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom.

Mathematics

Pupils will continue to build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Children will focus on counting skills. Focus on the 'five-ness of 5' using one hand and the die pattern for 5, Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5. Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20.

Understanding the World

Language of time when talking about past and present events in their own lives and in the lives of others including people they have learnt about through books Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Children recognise that people have different beliefs and celebrate special times in different ways. Children recognise some environments that are different to the one in which they live. Children use positional language Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.

Expressive Arts and Design

Observational drawings linked to the current topic (e.g. Autumn). Begin to understand how to use shapes to represent objects. Explore a range of colours and how colours can be changed e.g. colour mixing. Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Children being introduced to larger printing tools to be used indoors and outdoors. Children being shown how to use junk modelling materials to build and construct models. Children building confidence and skill in using scissors.

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.