

Welcome to Reception and Warden Hill Primary School

Each half term we will send out a topic web so you know which objectives your child will be covering this term. All the activities planned in school will link to our main theme. The children will be following the three prime areas and the four specific areas of the foundation stage curriculum.

Thank you for all the help and support you give your child with their learning. ☺

Physical Development

- *Experimenting with different ways of moving (running, jumping, hopping, skipping etc)
- *Negotiating space effectively and safely e.g. using wheeled toys and playground equipment.
- *Handling tools, objects and materials with increasing control (scissors, pens, crayons, pencils, playdough tools)
- * Using and holding a pencil correctly to mark make.
- *Developing fine motor skills (to aid pencil control) e.g. transferring objects using tweezers, threading, pegs and manipulating malleable materials.
- *Dressing and undressing for PE independently.
- *Using cutlery independently at lunchtime.

PSED

- *Initiating conversations and taking into account ideas of others.
- *Forming good relationships with peers and familiar adults.
- *Showing confidence in asking adults for help.
- *Being confident to talk about themselves and their own abilities during whole class and group discussions about things that interest them.
- *Understanding that own actions affect other people e.g. comforting a child if they are aware that they have upset them.
- *Being aware of the school rules, as well as rules suggested by the children for the classroom.

Communication and Language

- *Listening to stories and answering questions about the plot and characters.
- *Maintaining attention, concentration and sitting quietly during appropriate activities e.g. carpet sessions and assemblies.
- *Following instructions containing more than one part e.g. 'Collect your coat and water bottle and put them on your table'.
- *Understanding 'how' and 'why' questions relating to stories heard and activities experienced both in and out of school.
- *Retelling a simple event in the correct order e.g. weekend news.
- *Using appropriate vocabulary when engaged in imaginative play e.g. dressing up, roleplay, storytelling.
- *Talking to others in a variety of situations, becoming confident when speaking in a familiar group.

Autumn 1

Once upon a rhyme time...



Julia Donaldson

*Gruffalo

*Snail and the Whale

*Monkey Puzzle

*Room on a Broom

Expressive Arts and Design

- *Singing nursery rhymes and songs learnt in class.
- *Tapping out simple repeated rhythms and using a variety of percussion instruments.
- *Constructing with a purpose in mind using a variety of resources.
- *Exploring how colours can be changed.
- *Building stories when engaged in imaginative play.
- *Introducing a storyline into their play.

Understanding the World

- *Talking about significant events within their own experience.
- *Recognising and describing special times or events for family or friends.
- *Showing care and concern for living things and the environment.
- *Developing an understanding of growth and change over time e.g. Summer to Autumn.
- *Using a range of technology e.g. talking buttons, microphones, tablets, to record and take photographs.
- R.E *Understanding that everyone is unique and that we all have different talents.
- *Celebrating Harvest.

Literacy

- *Looking at books independently and handling them carefully.
- *Storytelling using 'Talk for Writing' (using specific actions for storytelling language).
- *Recognising words that rhyme and being able to think of their own rhyming words.
- *Hearing and saying the initial sounds in words.
- *Knowing which letter represents each sound.
- *Beginning to blend three sounds together orally.
- *Ascribing meanings to marks that they make using different media e.g. chalk, paint, pens, crayons, pencils.
- *Writing single sounds using the correct letter formation.

Mathematics

- *Matching numerals and sets of objects up to 10.
- *Counting, recognising and ordering numbers up to 10.
- *Writing numbers to 10 using the correct formation.
- *Finding one more and one less from a group of objects up to 10.
- *Solving problems using the language of adding and subtracting e.g. 'If there are three people flying on the broom and two more join how many altogether?' 'If I have five snails and two slither away how many are left?'
- *Selecting a particular named 2D shape (circle, square, rectangle, triangle).
- *Using positional language e.g. next to, behind, beside etc
- *Ordering objects by length or height.