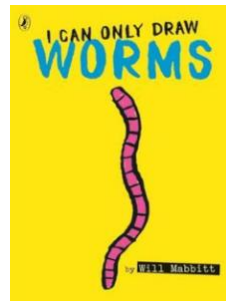
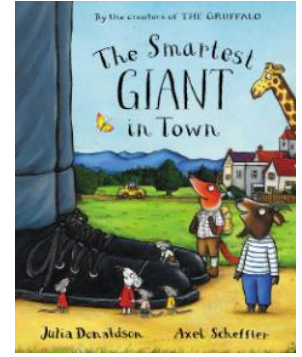
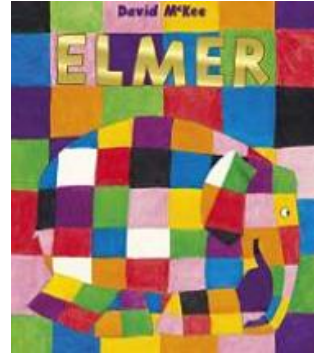
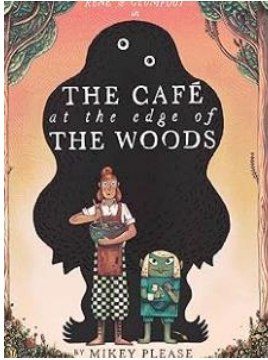


Autumn 1: Reception

Texts:



Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Phonic (Active Learn games).

Topic - What makes me marvellous?

Literacy: fine motor skills, core muscle development, name writing,

Maths: Match, sort and compare and Talk about measure and pattern.

Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:
Understanding the World (UTW)	Forest sessions	Beginning to introduce fire. Developing the skills to learn about how to be safe when there is a fire. Sensory explorations playing with mud, water and ice. Learning how to take care of ourselves with how we dress to stay warm in winter. A focus on making shelters and dens to help us stay dry when it rains. Introducing tools such as potato peelers to whittle, mallets, loppers and secateurs as we begin crafting. Crafting sessions using natural materials and wool to create gifts for Christmas. Looking at evergreen plants in winter: holly, ivy, fir trees.	
Understanding the World (UTW)	Who are we are where do we belong? (People who help us.)	- Stanley - Derby - World - Britian, UK, England - Fire fighters - Doctors - Police officers	Children will explore who they are and where they feel they belong by exploring the word belong and its meaning. Children will explore where they live and learn their home address with the support from parents/grandparents. Children will begin to discuss what is around them whilst also exploring people around us and how they help us.
RE Understanding the World (UTW)	What is special about our world and where do we belong?	- World - Belong - Special - God - Christianity - Nature - Man – made	Children will explore our amazing world through our Eco garden, village walks, books and discussion to unpick what makes our world special. Children will then think about where they belong in this world.
General computer skills	General computing skills	- Technology - Computer - Laptop - Phone - I-pad - Remote control toys	Children will learn about different types of technology and their purposes. Children will explore different types of technology from remote control toys to I-pads/computers.
PE Physical Development (PD)	Games	- Teamwork - Turn taking - Feedback - Stop	To independently get themselves dressed for PE. To be able to listen and copy the movements of the adult to develop core muscle strength, balance and flexibility as well as co-ordination. To take part in exercise with confidence.

		- Go - Stretching - Warm up - Cool down	
Art Expressive Arts and Design (EAD).	Portraits	- Reflections - Explore - Draw - Sketch - Portrait - Landscape - Self - Portrait	Children will look at their own reflection and name the features they see, eyes, nose, mouth, eyebrows, eye lashes etc... Children will then begin to describe what they see such as, brown eyes, long eye lashing etc... Children will then begin to draw enclosed shapes and develop onto facial shapes such as an oval for eyes. Children will draw a self portrait of themselves.
Music Expressive Arts and Design (EAD)	MOVE TO THE BEAT	- Movement - Instruments - Perform - Instrumental - Pulse - Rhythm patterns	For children to understand pulse, they need to <i>feel</i> it and the songs and activities suggested for this term will help them do just that! This term, the children will learn to recognize pulse , matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs.
PSHE Personal, Social, emotional development (PSED) and Physical Development (PD)	Being Healthy	- Healthy - Physical activity - Hygiene - Safe - Routines - Personal needs - Dental care - Sun safety	Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Reception children have full access to the provision set up both inside and outside for children to direct their own learning and for adult to guide and extend their learning through the children's interests. For example, if a reception child wants to build a car out of junk modelling, they will have access to the resources and time given to their project.