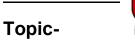
### **Reception - Autumn**

Term 1- 2024



I am special, I am Me!

### **Key Vocabulary**

Me, myself, baby, grow change, special, unique, family, parents, siblings, brother, sister, mum, dad, mother, father house, home, unit, senses

touch, taste, smell, sight hear, feeling, happy, sad, angry, frustrated, scared, worried, upset, annoyed, excited, pleased, surprised, tired, bored, calm, control, express

## **Expressive Arts and design**

To give meaning to the marks that are made.

To use role-play to show how 'people In our families help us'.

### We will be reading-

### <u>Literacy</u>

- -Brown Bear brown bear by bill Martin We're All Wonders by RJ Palacio
- -We are going on a bear hunt by Michael Rosen
- -Rhyme Incy Wincy Spider
- Rhyme Here we go round the mulberry bush

### Topic enrichment books-

Itchy Bear/Sneezy Bear by Neil Griffiths We're all wonders by R J Palacio Inside out (film)

Mixed by Arree Chung

Non-fiction texts on ourselves, senses & feelings

# Knowledge and Understanding of the world.

To identify and discuss what makes them unique and special

To talk about how they have changed since they were a baby.

To talk about the changes they observe in their environment – Seasons link.

To identify and use their 5 senses

To explore and investigate using all their 5 senses

To identify different environmental sounds

To identify different feelings and describe them

To talk about ways that our feelings can be managed

To learn about different family and household structures and make comparisons to their own

To know that each of us are special and have different talents, interests, beliefs and ways of life

To understand that humans change as we age.

To know and be able to name a few ways in which

they have changed since being a baby

To know that seasons change and this brings on
changes to our immediate environment

To know and name their 5 senses

To know we feel different ways in different situations

## Mathematics we will be covering this term:

Subitising within 5 and then 10

1 to 1 counting, grouping, ordering to 5 and recording, matching to numerals

Counting, cardinality and ordinality

Length and weight

### **Mathematics**

Perceptual subitising – instant recognition of a numbers to 5

Conceptual subitising – Identifying sub groups within larger numbers (numbers to 5)

To represent numbers in a given set using objects

To name quantities with number words (to 5)

To count to find how many objects in a set

To recognise that the last number in the set tells us how many things there are in a group

To explore the composition of numbers within numbers – e.g 3 is made of 2 and 1

Comparison of quantities – more than/fewer than

Comparing items using vocabulary short, shorter, shortest, long, longer, longest

To write numerals to 5, forming them correctly

Comparing items using vocabulary light, lighter, lightest, heavy, heavier, heaviest

### **Literacy and Phonics**

Listening to and hearing initial sounds in familiar words.

Listening to and identifying sounds in the environment.

**Phonemes**: satpinmdgockckeurhbfl

Tricky words: is I the

### **Communication and language**

To talk about themselves and others in small group and class circle times.

To share stories related to their experiences.

To listen to the experiences and stories of others with growing attentiveness – sometimes making relative comments or remarks.

To begin to explain how they are feeling, developing new vocabulary linked to Emotional Literacy.

To know about others.

To understand that our emotions have labels and to use them with greater accuracy.

### **Physical Development**

To use a dominant hand.

To begin to form recognisable letters which are formed mostly correctly.

To continue to use an increasingly varied and complex range of fine motor activities with a greater degree of skill and accuracy.

To know which hand to write with.

To explore an increasing amount of tools and equipment within their tasks.

To know how to use scissors effectively.

### Personal, Emotional and Social Development

To describe a friend.

To know and demonstrate friendly behaviour.

To discuss and demonstrate how to be a good friend.

To learn about the different family structures.

To begin taking turns with their friends.

To describe and show friendly behaviour.

To understand the different ways in which we can show friendship.

To understand that different people have different experiences to them.

To understand that they have different feelings and these feelings have names.

To understand that people deal with their feelings in different ways.