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| **What do we want children to know by the end of this block and what do we want children to know how to do by the end of this block?** |
| **Communication & Language**To listen to a short story in a group of up to 12 children.To know rules of listening – sit still, look at the person speaking, think about the words and wait for your turn to speak.To join in with repeated refrains in rhymes and stories.**Understanding**To understand who, what and where in simple sentences.To understand concepts **Position:** first, second, third, fourth, in between **Size:** tall, large, long short **Quantity:** 1; 2, 3; every; none**Other:**  go/start; loud; quiet; heavy; soft; fast; hot; cold hard; slow; light (weight);To follow instructions containing 4 information carrying words.To respond to how and why questions. To learn new vocabulary**Speaking**To hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To make comments about what they have heard and ask questions to clarify their understanding. To use new vocabulary. | **Physical Development****Fine motor**To hold a pencil correctly in a dominate hand and uses anticlockwise movements and retraces vertical lines to form recognisable letters.To use scissors to cut out shapes.**Gross Motor**Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  | **Personal, Social & Emotional development****Jigsaw unit - Celebrating Difference** To know what being unique meansTo know the names of some emotions such as happy, sad, frightened, angryTo know why having friends is important and know qualities of a positive friendship To know that they don’t have to be ‘the same as’ to be a friendTo know what being proud means and that people can be proud of different thingsTo know that people can be good at different thingsTo know that families can be differentTo know that people have different homes and why they are important to themTo know different ways of making friendsTo know different ways to stand up for myself**RE - INCARNATION: Why do Christians perform Nativity Plays at Christmas?**Talk about people who are special to them• Say what makes their family and friends special to them• Recall simply what happens at a traditional Christian festival (Christmas)• Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus• Retell religious stories, making connections with personal experiences. |
| **Literacy -** **Genres - labels, captions, narrative, poems non-fiction (instructions)****Reading**To sequence 3 pictures from a well-known story.To describe characters and settings.To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **Writing**To write their first name (and surname)To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters.  | **Autumn 2 (Reception)****Autumn & Winter****Celebrations****Arctic** | **Maths - White Rose – Light & Dark NCETM - Rec weeks 6-10**To subitise up to 5 objects and understand the composition of numbers to 5To recognise and name 4 & 5 To make collections of 4 and then 5 objects.To compare sets using the language more than and fewer than and notice when sets are equal.To find one more and one less than quantities to 5.To describe and name shapes with 4 sides. To use language to describe when things happen ( day, night, morning, afternoon, before, after, yesterday, tomorrow)To recite the days of the week. To order familiar events and stories.To measure time in simple ways (count number of sleeps until a special event.)To identify coins and use in play. |
| **Understanding of the world****People, cultures and communities** Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. **The Natural world**To explore, using all their senses, and name autumnal natural materials. To explore collections of materials with similar and/or different properties. To talk about what they see, using a wide vocabulary. To explore the natural world around them., making observations and drawing pictures of animals and plants. To understand the important processes and changes in the natural world around them, including seasons and changing states of matter.**Past & Present**Know that children were babies in the past. Know that adults were children in the past. Comment on images of familiar situations in the past. | **Phonics**To read single-letter Set 1 sounds (and some digraphs sh, ch, qu, th, ng, nk)To blend sounds into words orally.To blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Parents – How to say the sounds (click on link)https://schools.ruthmiskin.com/training/view/tzgrE0pK/nY5ZSo47 | **Expressive Arts & design****Drawing - Line & pattern** PaintingTo select an appropriate quantity of powder paint and add water successfully.To learn a selection of ring games and dances (Farmer in his Dell, Ring of Roses In and Out Dusty Bluebells, Hokey Cokey)To introduce a storyline into their play |