



<p><b>Communication &amp; Language (CL):</b></p> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Describe events in some detail</li> <li>Develop social phrases</li> <li>Engage in story times</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs</li> <li>Engage in non-fiction books</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<p><b>Personal, Social, Emotional Development (PSED):</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships</li> <li>Express their feelings and consider the feelings of others</li> <li>Show resilience and perseverance in the face of challenge</li> <li>Identify and moderate their own feelings socially and emotionally</li> <li>Think about the perspectives of others</li> <li>Manage their own needs</li> <li>Know and talk about the different factors that support their overall health and wellbeing</li> </ul>	<p><b>Physical Development (PD):</b>  <b>Focus on Gymnastics in PE lessons</b></p> <ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>Develop overall body-strength, balance, co-ordination and agility</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>
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<p><b>Focus Texts:</b></p> <ul style="list-style-type: none"> <li>Tree: Seasons Come, Seasons Go by Patricia Hegarty</li> <li>Little Robin Red Vest by Jan Fearnley</li> <li>When will it Snow by Kathryn A White</li> <li>Loony Little by Dianna Hutts Aston</li> <li>Ernest Shackleton, Little People Big Dreams by Sanchez Vegara and Maria Isabel</li> <li>Stickman by Julia Donaldson</li> <li>What's a Christmas? By Hayley Down</li> <li>The 12 Dogs of Christmas by Alison Ritchie</li> </ul>
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<p><b>Literacy (L):</b></p> <ul style="list-style-type: none"> <li>Recognise RWI set one sounds; m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k</li> <li>Blend sounds into words so that they can read short words made up of known letter-sound correspondences e.g. c-a-t cat.</li> <li>Form lower case and capital letters correctly starting with their own name.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>
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<p><b>Term: Autumn Term II (2023)</b>  <b>Year: Reception</b></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">Cold Climates</p>		<p><b>Enrichment activities:</b></p> <ul style="list-style-type: none"> <li>Outdoor Learning Day</li> <li>Forest School</li> <li>Running Track</li> <li>Pantomime Trip</li> <li>Trip to St Luke's Church</li> </ul>
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<p><b>Maths (M):</b></p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Compare numbers (up to 5).</li> <li>Explore the composition of numbers.</li> <li>Understand 'one more than/one less than' relationship up to 5.</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning e.g. jigsaw puzzles.</li> </ul>
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<p><b>Understanding the World: (UW)</b></p> <ul style="list-style-type: none"> <li>Learning about Guy Fawkes and Bonfire Night</li> <li>Autumn observations – changes in the season and the weather, making comparisons between places around the world</li> <li>Animals and hibernation</li> <li>Exploring and discussing the celebrations in different religions (Christmas, Diwali, Hanukkah, Sikhism)</li> </ul>
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<p><b>Expressive Arts &amp; Design (EAD):</b></p> <ul style="list-style-type: none"> <li>Movement to music</li> <li>Composing: making sound effects</li> <li>Making dens / den building</li> <li>Collage</li> <li>Making decorations – cutting and joining techniques</li> </ul>
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