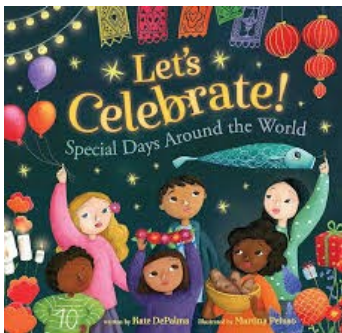
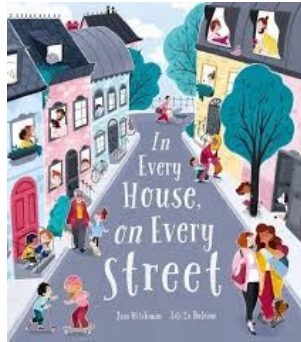
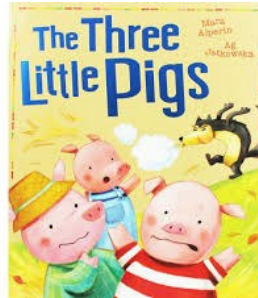
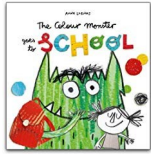


Reception Learning Overview Autumn

Our books



Maths



- Match, sort and Compare: matching objects and pictures, identifying a set, creating sorting rules, comparing amounts.
- Talk About Measure and Patterns: compare size, mass and capacity, explore simple patterns
- It is me ,2,3: find, subitise and represent | 2 3, | more and | less

Literacy and CL

- Daily story time— at least 2x a day
- Number rhymes daily
- Using time language linked to calendar and days of the week
- Vocabulary to express their emotions using feeling spoons.
- Listening to and joining in with books that the children are using to support their topic
- Daily phonics session (after baseline is completed)
- Reading books sent home weekly— when phonics sessions have begun.
- Segmenting words orally

PSED

- Recognising and understanding their own emotions using Colour Monster story to support
- Being able to separate from main carer and becoming more confident coming into school
- Being aware of class responsibilities, and making good behaviour choices
- Knowing classroom routines
- Building relationships with key members of staff
- Building positive relationships with other children
- Starting to manage their own hygiene with adult support if needed e.g. toileting independently, washing hands

PD

- Developing core muscle strength for sitting— link to Kinetic Letters animal poses
- Daily dough disco sessions to develop fine motor skills
- Range of provision to develop fine motor skills

RE

Why is the word "God" special to Christians?

Why is Christmas special for Christians?

Celebration focus:

Harvest

Christingle

Advent

Christmas

UOW

- Talking about members of their immediate family— sharing photographs and pictures
- Naming and describing people who are familiar to them
- Using their senses to explore different animals that children may have as pets— sharing their own experiences of owning pets.
- Exploring their home using pictures, making maps, comparing to others.
- Exploring school— the layout, maps of classrooms, exploring the outdoor areas
- Begin to make sense of their own life story and timeline so far.

EAD

- Listening to and singing along to familiar rhymes
- Using the home corner to explore daily life including roles and tasks completed at home, special occasions e.g. birthdays.
- Vet role play— linked to their discussion of pets and how to look after them
- Self portraits— exploring their features. Inspired by artists such as Arcimboldo, Warhol and Picasso.

Enquiry Questions

- How do I feel today?
- What has made me feel this way?
- Who is in my family?
- What do I like about school?
- What is our new school like?
- Where could I go in school?
- What makes me unique?
- Who do I know at school? What do they do at school?
- What is my home like?
- Where is my home?
- Is my home like other people's?