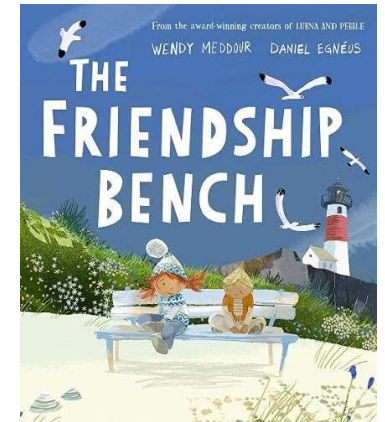
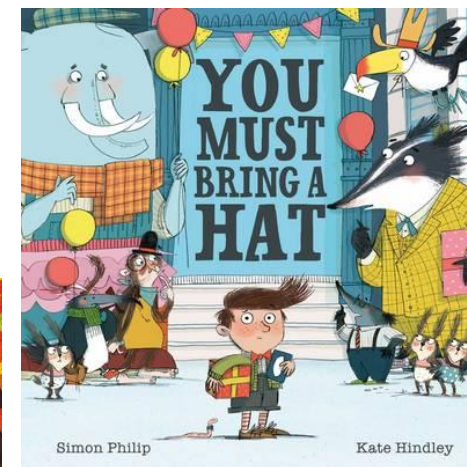
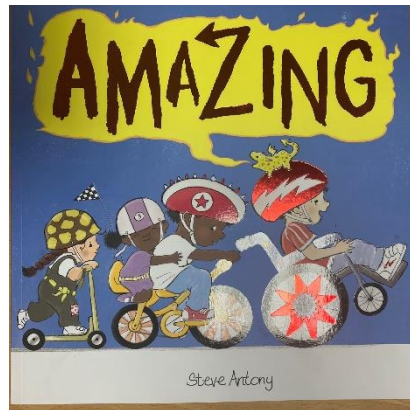
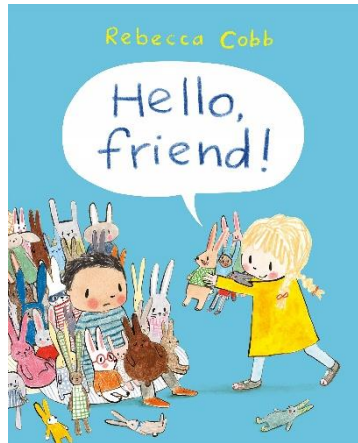


Reception

Autumn 1

New EYFS Framework 2021

All about me/Friendships



Learning Outcomes

Prime areas of learning			
Communication & language	Personal, social and emotional development	Physical development	
Children learn to: Listening, Attention & Understanding: <ul style="list-style-type: none">Understand how to listen carefully and why listening is important. Understand a question or instruction that has 2 parts e.g. linking to daily routines. <ul style="list-style-type: none">Understand ‘why’ questions Begin to engage in story time <ul style="list-style-type: none">Learn and use new vocabulary linked to daily routine or themeListen to (learn) and enjoy a variety of rhymes and songs and pay attention to how they sound.Listen to and begin to talk about stories to build familiarity and understanding Speaking: <ul style="list-style-type: none">Use new vocabulary throughout the day. Begin to ask questions to find out more & to check they understand what’s been said to them. <ul style="list-style-type: none">Develop social phrases e.g. ‘Hello’ Good morning/afternoon’ ‘How are you?’ ‘Would you like to play with me?’Begin to say how they feel about stories, rhymes or poemsRetell a familiar and develop own narrative, using some story language Begin to retell a simple story, once they’ve developed a deep familiarity with the text e.g. repetition/in their own words.	Children learn to: Self-Regulation: <ul style="list-style-type: none">Begin to express feelings and understand how others might be feelingBegin to identify and moderate own feelings socially and emotionallyBegin to resolve conflicts with others by negotiating and compromisingBegin to set own goals and show resilience and perseverance in the face of challenge Managing Self: <ul style="list-style-type: none">Manage own self-care needs e.g. zips, buttons, and shoes.Develop confidence to try new activities and show independence e.g. access enhancements indoors & outdoors.Know and begin to talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> regular physical activity <input type="checkbox"/> healthy eating <input type="checkbox"/> tooth brushing <input type="checkbox"/> having good sleep routines. Building Relationships: <ul style="list-style-type: none">Begin to see self as a valuable individual. Begin to build constructive & respectful relationships.	Children learn to: Gross Motor: <ul style="list-style-type: none">Revise and refine the fundamental movement skills already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbingBegin to develop overall body-strength, balance, co-ordination and agility e.g. use above actions and obstacle courses etc.Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Further develop and refine a range of ball skills including: throwing, catching, kickingFurther develop the skills they need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene. Fine Motor: <ul style="list-style-type: none">Use a comfortable grip with good control when holding pens and pencils e.g. consolidate tripod grip.Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	
Specific areas of learning			
Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
Children learn to: Reading: Comprehension/Word Reading: <ul style="list-style-type: none">Understand the five key concepts about printContinue to develop Level 1 phonological awareness: rhythm & rhyme; alliteration; oral blending and segmentingRead individual letters by saying the sounds for them – secure Level 2 phonicsBlend sounds into words, so that they can read short words made up of known letter– sound correspondences, applying Level 2 phonics to read VC and simple CVC wordsBegin to read a few common exception words matched to the school’s phonic programme – Level 2Begin to read simple phrases / sentences, applying Level 2 phonic knowledge Begin to retell simple stories/narratives using own words & some recently introduced vocabulary <ul style="list-style-type: none">Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoymentRead pink B guided reading books aligned to phonic knowledge Writing: <ul style="list-style-type: none">Write name correctly, using correct letter formationUse some of their print and letter knowledge in their early writingBegin to form some lower-case letters correctly	Children learn to: Numerical Pattern & Number: <ul style="list-style-type: none">Recite numbers to 10Count objects, actions and sounds up to 5Subitise 3 or 4 objects (quick recall without counting)Link the number symbol (numeral) with its cardinal number value to 5Compare quantities up to 5Understand ‘one more/less than’ to 5Explore the composition of numbers to 5Begin to explore number bonds to 5 Shape, Space & Measure: <ul style="list-style-type: none">Select, rotate and manipulate shapes In order to develop spatial reasoning skills e.g. create a shape picture, put shapes together to make a new shapeContinue, copy and create repeating patternsBegin to compare length and weight	Children learn to: Past & Present: <ul style="list-style-type: none">Begin to make sense of their own life-story and family’s historyBegin to comment on images of familiar situations in the past People, Culture & Communities: <ul style="list-style-type: none">Talk about members of their immediate family and communityBegin to name and describe people who are familiar to themBegin to understand that some places are special to members of their communityBegin to recognise that people have different beliefs and celebrate special times in different ways Natural World: <ul style="list-style-type: none">Explore the natural world around themDescribe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them e.g. Autumn to Winter.	Children learn to: Creating with Materials: <ul style="list-style-type: none">Draw with increasing complexity and detail e.g. representing a face with a circle and including details (possibly show different emotions)Continue to explore colour and colour mixing. Safely use & explore a variety of materials & tools Explore new techniques and talk about creations Being imaginative and expressive: <ul style="list-style-type: none">Take part in simple pretend playBegin to develop complex stories using small world equipmentBegin to develop storylines in their pretend play – including those linked to focus textBegin to listen attentively, move to and talk about music, expressing their feelings and responsesSing in a group or on their ownBegin to explore and engage in <u>music making</u> and dance

<ul style="list-style-type: none">▪ Begin to spell words by identifying the sounds and then writing the sound with letter/s, level 2 VC and simple CVC words▪ Begin to write captions▪ Begin to re-read what they have written to check that it makes sense			
Characteristics of effective learning			
Play and exploring Children learn to: <ul style="list-style-type: none">▪ Make individual choices▪ Do things independently which have been taught previously▪ Share and talk about their own interests and fascinations▪ Engage confidently in new experiences	Active learning Children learn to: <ul style="list-style-type: none">▪ Participate in daily routines and predict the sequence of routines▪ Use a range of strategies to reach a goal they have set themselves▪ Begin to correct their mistakes▪ Keep in trying when things are difficult	Creating and thinking critically Children learn to: <ul style="list-style-type: none">▪ Share their own ideas▪ Take part in simple pretend play and use to understand another perspective.▪ Concentrate on achieving something that is important to them▪ Solve real problems	

Activity Ideas

Prime areas of learning		
Communication & language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> • story time: children explore the vocab of feelings e.g. happy, excited, upset, sad, worried, scared, lonely, cross • Book talk: □ relate to own experiences e.g. How do you feel when you come to school? □ share likes/dislikes e.g. What do you like to do with a friend? • Questions: children ask a friend questions about □ who is in their family? □ what they like to eat ? □ what they like to do? □ where they go with their family ? etc. • Social Phrases: model and scaffold children to □ use greetings e.g. Hello; Good morning/afternoon; How are you? □ invite a friend to do something with them. e.g ‘Would you like to ... with me?’ • Circle games: consolidate use of tenses (beginning to use some irregular past tense e.g. ran, sang, saw etc □ I want to ... with my friends. □ I enjoyed ... with my friends. • Connect ideas: model and scaffold children’s language to help them to connect ideas e.g. □ we like to... because.... □ We were... but then... • •Song / rhyme time using fingers and actions e.g. : □ Friends, Friends 123 □ 10 Little Friends □ The more we get together the happier we will be. • Poem: Share poem ‘We Can’ by Michael Rosen • speaking bubbles – who is speaking? taking turns in conversation. 	<ul style="list-style-type: none"> • We are all amazing: read aloud ‘Amazing’ by Steve Anthony □ talk about all the things that we are good at and the things that make each person special □ encourage children to tell a friend some of the things they like about them and/or think they should be proud of □ make certificates and stickers to praise one another • ▪ Express own feelings: emotions dice game □ use dice with a different emotion picture or photo on each side □ take it in turns to throw the dice □ name the emotion on the dice and talk about when you might feel like this • Consider the feelings of others: □ how children may feel different in the same situation □ why children might be feeling different □ what could the little girl in the story done to help her friend □ how you can help your friends to feel happier • Solving conflicts: □ use book talk related to the focus text to identify where there might have been conflicts and what the children could do to solve them □ use puppets and mini-mes to model and explore the use of compromise and negation to solve conflicts • Setting goals: choose a goal to work on with a friend and celebrate when it has been achieved e.g. we are going to try to.... □ draw or record intended goal □ photograph or video achievements to celebrate (* 	<ul style="list-style-type: none"> • ▪ Actions: □ look in the focused text at all the different actions the children make and copy them during text retelling e.g. running, jumping, dancing, cycling, skipping, walking □ challenge children to think of other actions e.g. rolling, crawling, hopping, climbing □ make a photo display of all the actions the children can do • ▪ Challenges to make us stronger: discuss and choose physical challenges to do together outdoors e.g. □ working together to carry a heavy bucket of water • ▪ Large-scale sensory writing: consolidate correct formation of letters in name by writing their own names large scale outdoors (challenge one of their friends to run and jump on or hit their name • ▪ Ball play: teach a variety of ball games to play with a friend □ roll and catch □ throw and catch □ kick into a goal • ▪ Fine motor: □ give advice to puppets and toys on how to use cutlery, paintbrushes, scissors etc □ make an ‘I can...’ display to show children mastering these skills
Specific areas of learning		

Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> • Phase 1 Phonics: revisit and review • Using initial letters / matching initial letters to children / characters □ using phonics for words within the text which are decodable at a phase 2 level e.g. put, on, at, sad, miss, fun, can □ spotting and playing snap with common exception words within the text e.g. I, go, to, the • CAP: use mini-me pointers to consolidate □ direction of print - left to right / top to bottom □ one-to-one correspondence • Name writing: write own name with correct letter formation on self-portraits, work, letters and cards to friends • Purposeful writing: □ label friends and members of their family □ write speech bubbles for friends, members of their family and pets e.g. I am... I can... I like .. □ cards and letters for friends and family • Guided Reading – to address individual / group next steps from above outcomes 	<ul style="list-style-type: none"> • Recite numbers to 10 □ finger rhyme ‘Ten little Friends’ (includes forwards and backwards) □ pass the teddy - children pass a teddy round the circle, while counting in 1-10. The person holding the teddy when the count reaches 10 sits down. Start again, continuing until there is only one person left standing. • Count up to 5 objects games • Count actions plus subitise to 5: □ put images (e.g. as dot patterns) in each learning zone/workshop area to show how many children are allowed make the right number of actions • Compare numbers to 5 games • Explore number bonds to 5 • Patterns: □ copy /continue pattern made by friend □ copy /continue pattern • Shapes: challenges to complete with a friend □ what can we make with these shapes? □ guess what my picture is □ can we put the shapes together to make a ... • Compare length and weight: □ lie down next two friends – who is the longest / shortest? □ find the heaviest thing you can carry with a friend? 	<ul style="list-style-type: none"> • My family: □ talk about different families using ‘We all have different Families’ by Melissa Higgins □ draw and label a picture of their family to show to their friends. • Family history: share photos of the children’s parents or grandparents when they were children - what is different in the photo from present time? • make a simple family tree • Describe people who are familiar to them: talk about and describe people, with a growing awareness of similarities and differences – use a range of texts to support such as ‘My Hair’ by Hannah Lee and ‘Happy in our skin’ by Fran Manushkin. • Exploring the natural world together: go on □ a nature trail together and collect natural things / materials – describe and use for • feely box activity • People who help us in or near to school: invite people into the classroom to talk about the jobs they do to help the children 	<ul style="list-style-type: none"> • Family paintings • Draw emotions: draw faces with different emotions • Small world activities – modelling how to use the dolls house • Emotion music: use a variety of music to represent different emotions □ listen to – how does it make you feel? □ move to – what type of movements could be ‘happy’ etc • Sing: ‘If you’re happy and you know it..’ □ adapt to different emotions e.g. ‘If you’re sad / worried / cross and you know it..’ □ add appropriate action and expression for each verse • Circle and partner songs: learn / revisit • songs to sing with their friends e.g. Ring a ring

Provision enhancements

Book area	Water area	Role play area	Water	Small world
Malleable area	Sand area	Construction area	Sand	Construction
Writing area	Maths area	Creative area	Writing/mark making/creative	Role play
Funky fingers/name writing station	Small world area		Gross motor	