

# Reception Autumn 2

New EYFS Framework 2021

Read me a story (from around the world)

## Learning Outcomes

Prime areas of learning		
Communication & language	Personal, social and emotional development	Physical development
<p>Children learn to:</p> <p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary linked to daily routine / theme</li> <li>• Begin to engage in story time</li> <li>• Listen to and begin to talk about stories to build familiarity and understanding</li> <li>• Listen carefully to rhymes and songs and begin to pay attention to how they sound</li> <li>• Learn rhymes, songs &amp; poems</li> <li>• Anticipate words, begin to adapt phrases (with support)</li> </ul> <p><b>Speaking :</b></p> <ul style="list-style-type: none"> <li>• Use new vocabulary throughout the day</li> <li>• Begin to ask questions to find out more and to check they understand what has been said to them e.g Model &amp; encourage questions after instructions</li> <li>• Begin to articulate their ideas and thoughts in well-formed sentence</li> <li>• Begin to connect one idea or action to another using a range of connectives... because, although, but..</li> <li>• Begin to describe events in some detail</li> <li>• Develop social phrases</li> <li>• Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul> <p>Begin to show an awareness of how stories are structured.</p> <p>Begin to articulate their ideas &amp; thoughts in well-formed sentences (including the use of some irregular tenses).</p>	<p>Children learn to:</p> <p><b>Self-Regulation :</b></p> <ul style="list-style-type: none"> <li>• Begin to express feelings and consider the feelings of others</li> <li>• Begin to set own goals and show resilience and perseverance in the face of challenge - Set a shared goal with a friend</li> <li>• Begin to identify and moderate own feelings socially and emotionally</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>• Manage own self-care needs - □ zips □ buttons □ coats □ shoes</li> <li>• Develop confidence to try new activities and show independence</li> <li>• Know and begin to talk about the different factors that support their overall health and wellbeing: toothbrushing, healthy food</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>• Begin to see self as a valuable individual</li> <li>• Begin to build constructive and respectful relationships</li> </ul>	<p>Children learn to:</p> <p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Revise and consolidate movement skills already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>• Begin to develop overall body-strength, balance, co-ordination and agility.</li> <li>• Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Begin to combine different movements with ease and fluency</li> <li>• Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking</li> <li>• Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• 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</li> </ul>

Specific areas of learning			
Literacy (including Phonics)	Mathematics	Understanding the world	Expressive arts and design
<p>Children learn to:</p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print</li> <li>Continue to develop P1 phonological awareness: rhythm &amp; rhyme; alliteration; oral blending and segmenting</li> <li>Read individual letters by saying the sounds for them – secure P2 phonics</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences, applying P2 phonics to read VC and simple CVC words</li> <li>Begin to read a few common exception words matched to the school’s phonic programme – P2</li> <li>Begin to read simple phases / sentences, applying P2 phonic knowledge</li> <li>Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>Read pink B guided reading books</li> <li>Write name correctly, using correct letter formation</li> <li>Use some of their print and letter knowledge in their early writing</li> <li>Begin to form some lower-case letters correctly</li> <li>Begin to spell words by identifying the sounds and then writing the sound with letter/s, phase 2 VC and simple CVC words</li> <li>Begin to re-read what they have written to check that it makes sense</li> </ul> <p>Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ...</p> <p>spell Use □ initial sounds □ VC □ CVC words</p> <p>Write labels</p> <p>Begin to write lists &amp; captions, focusing on ...label, caption, space</p>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>Recite numbers to 10</li> <li>Count objects, actions and sounds</li> <li>Subitise 3/4 objects (quick recall without counting)</li> <li>Link the number symbol (numeral) with its cardinal number value to 5</li> <li>Compare quantities to 5</li> <li>Understand ‘one more/less than’ to 5</li> <li>Explore the composition of numbers to 5</li> <li>Begin to explore number bonds to 5</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>Continue, copy and create repeating patterns</li> <li>Begin to compare length and weight and capacity</li> </ul>	<p>Children learn to:</p> <p><u>Past and present</u></p> <ul style="list-style-type: none"> <li>Begin to comment on images of familiar situations in the past</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Begin to understand that some places are special to members of their community</li> <li>Begin to recognise that people have different beliefs and celebrate special times in different ways</li> </ul> <p><u>Natural World</u></p> <ul style="list-style-type: none"> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel whilst outside</li> <li>Understand the effect of changing seasons on the natural world around them – Autumn into Winter</li> </ul>	<p>Children learn to:</p> <p><u>Creating with materials</u></p> <ul style="list-style-type: none"> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>Continue to explore colour and colour mixing.</li> </ul> <p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> <li>Begin to develop storylines in their pretend play – including those linked to focus text</li> <li>Begin to listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>Sing in a group or on their own</li> <li>Begin to explore and engage in music making and dance</li> <li>Show different emotions in drawings and paintings</li> </ul> <p>Begin to return to and build upon previous learning.</p>
Characteristics of effective learning			
<p><b>Play and exploring</b></p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li><b>Make individual choices</b></li> <li><b>Do things independently which have been taught previously</b></li> <li><b>Share and talk about their own interests and fascinations</b></li> <li><b>Engage confidently in new experiences</b></li> </ul>	<p><b>Active learning</b></p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li><b>Participate in daily routines and predict the sequence of routines</b></li> <li><b>Use a range of strategies to reach a goal they have set themselves</b></li> <li><b>Begin to correct their mistakes</b></li> <li><b>Keep in trying when things are difficult</b></li> </ul>	<p><b>Creating and thinking critically</b></p> <p>Children learn to:</p> <ul style="list-style-type: none"> <li><b>Share their own ideas</b></li> <li><b>Take part in simple pretend play and use to understand another perspective.</b></li> <li><b>Concentrate on achieving something that is important to them</b></li> <li><b>Solve real problems</b></li> </ul>	

## Activity Ideas

Prime areas of learning		
Communication & language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> <li>learning new songs – “in the Autumn time” <a href="https://www.youtube.com/watch?v=n5Ov7KxpTqM">https://www.youtube.com/watch?v=n5Ov7KxpTqM</a> “seasons song” <a href="https://www.youtube.com/watch?v=8Zjpl6fgYSY">https://www.youtube.com/watch?v=8Zjpl6fgYSY</a></li> <li>learning new songs for the nativity</li> <li>hotseating activities for different characters</li> <li>hotseating Different occupations</li> <li>oral recounts of a trip/visitor</li> <li>learn an oral version of the leaf thief</li> </ul>	<ul style="list-style-type: none"> <li>goal setting activity: children talk about what they would like to be able to do this year. Write them down on a target for a display.</li> <li>session on how to put your coat on <a href="https://www.youtube.com/watch?v=mUaRSG6a3JU">https://www.youtube.com/watch?v=mUaRSG6a3JU</a></li> <li>healthy eating activity</li> <li>toothbrushing song and practise <a href="https://www.youtube.com/watch?v=Ku-ForS6G3I">https://www.youtube.com/watch?v=Ku-ForS6G3I</a></li> </ul>	<ul style="list-style-type: none"> <li>Weekly session in the hall. The focus being to walk to the hall, take shoes off, put socks in shoes, find a space, move and stop to the tambourine. Move body in different ways and listen to instructions.</li> </ul>

<ul style="list-style-type: none"> <li>learning a new question word each week and practising using it to ask questions about a story/to clarify instructions</li> </ul>	<ul style="list-style-type: none"> <li>using social phrases at snack time to engage another child in conversation e.g. ask them about their day so far</li> </ul>	
Specific areas of learning		
Literacy (including Phonics)	Mathematics	Understanding the world
<p>Week 1/2/3 Leaf Thief</p> <p>1 – no focus (only 3 days)</p> <p>2 – ordering the story and writing a caption/label</p> <p>3 – story map and writing a caption/label</p> <p>Week 4/5/6 People who help us</p> <p>4 – What do you want to be when you grow up?</p> <p>5- Pick an occupation and write a caption/label</p> <p>6 – Christmas list for Santa</p> <p>Week 7 – Christmas week</p>	<ul style="list-style-type: none"> <li>reciting numbers to 10 activities</li> <li>counting objects</li> <li>counting actions</li> <li>counting sounds</li> <li>matching numerals to amounts to 5</li> <li>comparing quantities of objects to 5</li> <li>subitising to 5</li> <li>one more/one less to 5 activities</li> <li>exploring numbers to 5 – if we split them in different ways is it still the same number. Use part/part/whole sheets and different bowls/trays to model this</li> <li>rotating and manipulating 2D shapes to make different pictures</li> <li>create and continue AABBAABB patterns</li> <li>comparing lengths of different objects (Autumn leaves, worms, squirrels etc.)</li> <li>comparing weights of different objects (Autumn vegetables, small pots of resources)</li> </ul>	<p><u>Past and present</u></p> <ul style="list-style-type: none"> <li>Children to bring in a pictures of them celebrating a special occasion at home (Christmas, birthday, eid etc). Make a class display with speech bubbles of children talking about their occasion. – WEEK 7</li> </ul> <p><u>People, Culture and Community</u></p> <ul style="list-style-type: none"> <li>My community activity. Model a community tree. Put self in the middle and then branches off it parents/carers, siblings, aunties, uncles, cousins, friends, teachers etc – WEEK 4</li> <li>4<sup>th</sup> November – Diwali activities. Explain the story in carpet session and make Rangoli patterns. – WEEK 1</li> <li>The Christmas story. Talk about Christians and other religions that don't celebrate Christmas.</li> <li>Armistice day activity – WEEK 2</li> <li>Anti bullying activity, Tyrannosaurus Drip – WEEK 3</li> </ul> <p><u>Natural World</u></p> <ul style="list-style-type: none"> <li>Go on a nature walk at the start of half term – Autumn – and the end of half term – Winter. Collate all the evidence (collect leaves, take photos etc) found and compare the two. What has changed? – WEEK 1 AND WEEK 7</li> </ul>
Expressive arts and design		<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> <li>Repeat last half term's activity of making a portrait of a friend. Look at their last portrait. How can it be improved? – WEEK 5</li> <li>Mixing different colours and experimenting with how to make them darker and lighter. <b>Use Brusho.</b></li> </ul> <p><u>Being imaginative and expressive</u></p> <ul style="list-style-type: none"> <li>Dance session in the hall – see above in PD</li> <li>Singing group songs – see CLL</li> <li>Children being the 'singing teacher' choosing a song, modelling to the class/group and then giving feedback to children. – see CLL</li> <li>Session (s) with the instruments. Making fast/slow sounds and loud/quiet sounds</li> <li>Emotion paintings. Playing sad/happy music and/or showing sad/happy images – can the children represent these in paint? – WEEK 6</li> </ul>

Book area	Water area	Role play area

<b>Malleable area</b>	<b>Sensory trays</b>	<b>Construction area</b>
<b>Writing area</b>	<b>Maths area</b>	<b>Creative area</b>
<b>Funky fingers/name writing station</b>	<b>Small world area</b>	<b>Investigation area</b>