



2017-2018	EYFS: Reception Class	
<p>Area of Learning</p>	 <p>Autumn 1: All About Me</p>	 <p>Autumn 2: Helping Hands</p>
<p>Mathematics</p> <ul style="list-style-type: none"> • Number • Shape, Space and Measures <p>Mathematical texts that we will read this term:</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears • How Big is a Million? • Six Dinner Sid 	<p>Number:</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognise numerals 1 to 5. • Count an irregular arrangement of up to ten objects. • Use the language of 'more' and 'fewer' to compare two sets of objects. • Count out objects from a larger group, knowing when to stop. <p>Shape, Space and Measures:</p> <ul style="list-style-type: none"> • Select a particular named shape from a selection of 2D shapes: square, circle, triangle, rectangle, oblong, pentagon. • Use familiar objects and common shapes to create and recreate patterns and build models. • Describe the position of objects using words such as '<i>behind</i>' or '<i>next to</i>'. • Order two or three items by length or height. 	<p>Number:</p> <ul style="list-style-type: none"> • Count objects to 10, and begin to count beyond 10 with objects that cannot be moved. • Estimate how many objects can be seen and check by counting them. • Select the correct numeral to represent 1 to 5, then 1 to 10 objects. • Begin to use the vocabulary involved in adding and subtracting: add, take away, equals, makes and altogether. <p>Shape, Space and Measures:</p> <ul style="list-style-type: none"> • Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes: square, circle, triangle, rectangle, oblong, pentagon, cube, cone, pyramid, cylinder, rectangular prism. • Select a particular named shape from those above. • Order two items by weight or capacity.
<p>Communication and Language (CL)</p> <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	<p>Listening and Attention</p> <p>We will enjoy listening and responding to adults and peers when working in pairs, small groups and as a whole class. We will work on our listening skills through learning and joining in with shared stories, learning rhymes, chants and songs, and by playing, exploring and enjoying school with our peers.</p> <ul style="list-style-type: none"> • Listen to stories with attention and recall. • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. <p>Understanding</p> <ul style="list-style-type: none"> • Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Respond to simple instructions, e.g. to get or put away an object. • Begin to understand and respond to 'why' and 'how' questions. <p>Speaking</p> <ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Question why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> • Use a range of tenses (e.g. <i>play, playing, will play, played</i>). • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	

Literacy (L)	Phonics: <ul style="list-style-type: none"> We will be able to read the high-frequency words is, it, in, at, and. We will be able to read the tricky words the, to, go, no. We will be able to spell the high-frequency words and, to, the. We will learn to write each letter using clear and legible formation. We will learn to say the phoneme (sound) used to represent each individual letter of the alphabet. We will learn to recognise and write the letter that represents each of the taught phonemes. Reading: <ul style="list-style-type: none"> We will learn how to blend sounds together in short two letter words (CV words) or three letter words (CVC words) Writing: <ul style="list-style-type: none"> We will learn how to segment the sounds in a short word, in order to spell them correctly. 	Phonics: <ul style="list-style-type: none"> We will be able to read the tricky words no, go, I, the, to, he, she. We will be able to spell the tricky words the, to, I, no, go. We will write each letter correctly using clear and legible formation. We will use some of the phase three sounds to blend for reading and segment for spelling: ch, sh, th, ng, ai, ee, igh, oa, oo. Reading: <ul style="list-style-type: none"> Begin to read words and simple sentences. Enjoys an increasing range of books. Know that information can be retrieved from books and computers. Writing: <ul style="list-style-type: none"> Attempt to write words, captions and short sentences in meaningful contexts.
Physical Development (PD) <ul style="list-style-type: none"> Moving and Handling Health and Self-care 	Moving and Handling <ul style="list-style-type: none"> P.E. Movement and Gymnastics P.E: Write Dance Health and Self-care <ul style="list-style-type: none"> We will explore our new environment, being mindful about how to manage risk through outdoor activities such as Forest Schools, tending to our allotment and using large outdoor climbing equipment. We will also make use of smaller equipment, such as scissors. We change clothes for P.E., and will take new routines in our stride, such as eating a healthy lunch in a new environment, and using the toilets with increasing independence. 	Moving and Handling <ul style="list-style-type: none"> P.E.: Locomotion Movements Dance Health and Self-care <ul style="list-style-type: none"> Children will show understanding of the need for safety when tackling new challenges, and consider and manage some risks through our outdoor exploration.
Personal Social and Emotional Development (PSED) <ul style="list-style-type: none"> Making Relationships Self-confidence and self-awareness Managing feelings and behaviour 	The Jigsaw PSED Curriculum: <ul style="list-style-type: none"> Being Me in My World (Autumn 1) Celebrating Difference (Autumn 2) Making Relationships <ul style="list-style-type: none"> We will demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Self-confidence and self-awareness <ul style="list-style-type: none"> We will develop confidence when speaking to others about own needs, wants, interests and opinions. Managing feelings and behaviour	



	<ul style="list-style-type: none"> We will become familiar with, and aware of, the boundaries set, and of behavioural expectations in the setting. 	
Understanding the World: <ul style="list-style-type: none"> People and Communities Technology The World 	People and Communities <ul style="list-style-type: none"> Children will find out about past and present events in their own lives and in the lives of family members. Technology: I can create. We will use painting and drawing applications to create artwork linked to ourselves, our family, our school and important events in our lives. The world: <ul style="list-style-type: none"> Through exploration of our school grounds, we will ask questions about aspects of the familiar world such as the place where we live or the natural world. Talk about why things happen and how things work. Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment. 	People and Communities <ul style="list-style-type: none"> Children will develop an understanding of, and appreciation for, people who help us in the community. Technology: I can code. We will use programmable toys to create and follow routes. The world: <ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change.
Expressive Arts and Design: <ul style="list-style-type: none"> Exploring and Using Media and Materials Being Imaginative 	Exploring and Using Media and Materials Drawing and Painting: <ul style="list-style-type: none"> Use simple tools and techniques competently and appropriately. Making (collage, sculpture, 3D) <ul style="list-style-type: none"> We will design and make salt dough vegetables and bears linked to our Literacy Texts. Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function. Ideas, knowledge and evaluation <ul style="list-style-type: none"> Work from observation, imagination and memory. We will explore the work of Jackson Pollock. Being Imaginative <ul style="list-style-type: none"> Create simple representations of events, people and objects. 	Exploring and Using Media and Materials Drawing and Painting: <ul style="list-style-type: none"> Painting animal patterns. Children safely use and explore a variety of tools and techniques, experimenting with colour and texture. Making (collage, sculpture, 3D) <ul style="list-style-type: none"> Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape, assemble and join materials used. Ideas, knowledge and evaluation <ul style="list-style-type: none"> We will work from observation, imagination and memory. Being Imaginative <ul style="list-style-type: none"> Play cooperatively as part of a group to develop and act out a narrative using self-selected or self-made props and resources.
Religious Education	Harvest Festival: Being Thankful Diwali: Exploring The Festival of Light Advent and Christmas: The coming of a new arrival	