

Mathematics:

Development Matters Statements: Compare objects, actions and sounds; Link the number symbol (numeral) with its cardinal number value; continue, copy & create repeating patterns; compare length, weight & capacity

Once the children have settled into school life, we will be following the school's Mastering Number Programme (usually starting in Week 3)

The areas covered this term are:

Subitising: Subitise within 3

Counting, ordinality, cardinality: Focus on counting skills

Composition: Explore how all numbers are made of 1s; focus on composition of 3 and 4

Subitising: Subitise objects and sounds

Comparison: Comparison of sets- 'just by looking'; use the language of comparison 'more than' 'fewer than'

Understanding the world:

Development Matters Statements: Talk about members of their immediate family and community. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community.

Suggested activities:

The children will have an opportunity to create themselves or a family member using loose parts in our outdoor area. We will encourage the children to talk about their family with their new class.

We will go for a Senses walk outside. We will encourage the children to explore the natural world around them and focus on what they can see, hear and feel. We will be looking at Seasonal changes : Autumn and will create pictures inspired by the book Leaf Man by Lois Ehlert

We will explore special places and ask the children to close their eyes and think of a place that is special to them. We will give the children the opportunity to share their special place with their new class.

We will talk about the children's journeys to school. Do they walk or come in the car? Can they name the road that the school is on? The children will have the opportunity to draw a map of their journey to school.

Expressive arts and design:

Development Matters Statements: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.

Suggested activities:

The children will use mirrors to help them draw & paint self-portraits.

We will encourage different children to lay on the floor. We will get the other children to use wooden blocks to create an outline of the child. We will ask the child to get up and look at the outline the wooden blocks have left. What do the children notice?

During Reception singing & music sessions we will encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs through our Sing Up topics of 'I've got a grumpy face' & 'The sorcerer's apprentice'.

Role-play area: Doctor's surgery and Bus station

Beech & Elm Reception Class Topic Web

Topic: *Wonderful World of Me*

Focus: Settling in/routine and rules/focused learning sessions

Literacy:

Topic books include: Super duper you by Sophy Henn and Not Now, Bernard by David Mckee
Once the children have settled into school life, we will be following the school's Rocket Phonics Programme (usually starting in Week 3)

Reading:

Development Matters Statements: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

The children will cover 2 sounds a week as well as some common exception words. During the children's phonics sessions, they will begin to read a variety of CVC words. The children's targeted, levelled guided reading book will follow the phonics taught in class.

Sounds/Phonemes covered this half term are:

s & a example words: sun, sky, sit, sat, ant, nap, sat

t & I example words: tap, tip, pat, it, is, sip

p & n example words: pin, pip, nan, nap

m & d example words: mat, map, man, dip, dad, mad

The common misconception words this term are: the & I

Writing:

Development Matters Statements: Form lower-case and capital letters correctly.

We will be encouraging the children to write their own names for morning work on arrival at school each day. The children will practise forming the letters of the sounds taught in their phonics sessions.

The children will be developing their pencil grip during writing focus sessions in order to write down initial sounds of words.

The children will be using whiteboard pens and mini whiteboards to write CVC words taught in their phonics sessions.

Physical development:

Development Matters Statements: Develop their 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. **Revise and refine the fundamental movement skills they have already acquired:** - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Suggested activities: Developing the children's fine motor skills is a crucial part of learning and will aid in their writing as the year goes on. We will provide children with the opportunity to explore what their hands can do and offer different fine motor skills activities such as threading, hammering, rolling, sewing and twisting.

The children will practise different finger exercises as part of their daily routine. We will introduce Dough disco on our 'writing phonics' days which is Tuesdays and Thursdays.

The children will use a variety of tools, hand skills and playdough to create a variety of playdough faces. We will ask questions such as how could you make the smile bigger? What do you need to do to make curly hair? Does your playdough face have the correct number of eyes, ears etc?

We will have weekly P.E. lessons following the school's Moving Matters scheme of work.

We will have weekly Super Stretching sessions to develop the children's balancing and stretching skills as well as concentration skills to follow the super stretching story and the instructions.

Personal, social and emotion development:

Development Matters Statements: Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs. - personal hygiene

Suggested activities: As well as following the school's Kapow PSHE scheme of work, the children will be:

Learning about our new classmates through circle time games.

Learning how to take turns and share equipment.

Talking about what it means to be unique. The children will have a think and name something that they think makes them unique.

The children will add a painted handprint to a large piece of paper and add an idea about what makes them unique - we will display this with our portraits.

We will introduce the children to our 'Zones of regulation' managing feelings programme. The children will identify different feelings and how to respond to them appropriately using a range of strategies such as rainbow breathing, and 'breathing on my hand.'

We will also learn about the classroom rules, our Five to thrive rules and how to be an ACE learner.

Communication and Language:

Development Matters Statements: Articulate their ideas and thoughts in well-formed sentences. Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding.

Suggested activities: This term we will introduce the children to Colourful Semantics. This is a speech and language programme was developed to help children communicate their ideas in grammatically sound sentences. This term we will only use colourful semantics orally but later on in the year this learning programme will help the children to begin to write phonetically plausible simple sentences. The key words this half term will be: Who? What doing? What? And Where?

As part of our 'Wonderful world of Me' topic we will play games of 'Guess Who?' The children will give clues (such as hair colour) to the class. Can the children guess who they are describing? This is a fun way to learn the children's names in the class.

During circle times we will use a giant dice with labels such as 'animal', 'colour', 'game', 'food' and 'toy' stuck onto it. The children will take turns to throw the dice and tell the class something about themselves based on the label on the dice.