RECEPTION

AUTUMN & SPRING TERMS
CHILDREN IN RECEPTION

Communication and Language

Understand how to listen carefully and why listening is important.
Learn new vocabulary.
Use new vocabulary through the day
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Develop social phrases.
Engage in story times
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Use new vocabulary in different contexts.
Listen carefully to rhymes and songs, paying attention to how they sound.
Learn rhymes, poems and songs.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy

Reading:
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.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonic programme.
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Writing:
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.
Write short sentences with words with known sound-letter correspondences using a capital.
Re-read what they have written to check that it makes sense.

Physical Development (P.E.)

Progress towards a more fluent style of moving, with developing control and grace.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
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.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Combine different movements with ease and fluency.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Develop the foundations of a handwriting style which is fast, accurate and efficient.
Further develop the skills they need to manage the school day successfully: lining up and queuing and mealtimes.

Trips

Chertsey Museum – Toys in the Past
Wisley Gardens – Growing plants

Personal, Social and Emotional Development (PSHE)

Children will be encouraged to see themselves as a valuable individual, as well as focusing on building constructive and respectful relationships with others. They will develop their ability to express their feelings and consider the feelings of others, as well as thinking about other people's perspectives. We will also focus on how we can show resilience and perseverance in the face of challenge

The children will learn how to manage their own needs – focusing on personal hygiene. They will know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, and being a safe pedestrian.

Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively, sharing ideas, resources and skills.
Develop storylines in their pretend play.
Listen attentively, move to and talk about music, expressing their feelings and responses.
Watch and talk about dance and performance art, expressing their feelings and responses.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Explore and engage in music making and dance, performing solo or in groups.

Maths

Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.
Count beyond ten.
Compare numbers.
Understand the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.
Automatically recall number bonds for numbers 0–5 and some to 10.
Select, rotate and manipulate shapes to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Continue, copy and create repeating patterns.
Compare length, weight and capacity.

Understanding the World

Describe what they see, hear and feel whilst outside.
Recognise some environments that are different from the one in which they live.
Understand the effect of changing seasons on the natural world around them.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.
Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.

Religious Education (R.E.)- taught in line with the New RED

Creation and Covenant
God creating the world and knowing that we are his special creation. We learn about the world being made in 6 days and on the 7th God rested. We know our names and that God loves us

Prophecy and Promise
Understanding that Jesus has to come into the world and knowing the nativity story. Children should be able to retell the characters and events in the story through learning in class, dance, drama and singing.

Galilee to Jerusalem
Understanding that Jesus is God's son and came for everyone. That Jesus came to show God's love, he takes care and welcomes everyone.

Desert to Garden
Children listen and talk about the season of Lent and Easter. Understanding that Jesus died on Good Friday and rose again on Easter Sunday. That Easter celebrates new life, it's a celebration that Jesus is with us still.

Computing

Project Evolve Health and Well-being. - Which Rules Are Fair?
I can identify rules that help keep us safe and healthy in and beyond the home when using technology.
Understanding the World:
Through a variety of technology, children understand what role technology plays in the world.
Project Evolve: Managing Online Information- What and When:
I can talk about how to use the internet as a way of finding information online.
I can identify devices I could use to access information on the internet.
Taking photos:
Use devices to take photos, thinking about the composition and subject matter

Project Evolve: Online Relationships - Keeping in Touch:
I can recognise some ways in which the internet can be used to communicate
I can give examples of how 1 (might) use technology to communicate with people I know.
Using Technology in the Classroom:
To use technology that assists in learning.
Project Evolve: Privacy and Security - Personal or Private?
I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location).
I can describe who would be trustworthy to share this information with; I can explain why they are to be trusted.
Beebots:
Program the Beebots to complete simple algorithms and to get to set places on a grid or map.

In-House Activities

Church visits to Our Lady of Lourdes
Harvest Celebration
Nativity
People Who Help Us (Parents in School)
British Science Week
Growing Projects
Celebration Assembly