



'Our Changing World'

"Seeking Growth Together Through Jesus"

Literacy



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 a few common exception words matched to our RWI programme of study.

Experience and respond to different types of books, E.g: *Story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.*

Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.

Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.

Sequence two events from a familiar story, using puppets, pictures from a book or role-play.

Emergent Writing:

Copy adult writing behaviour Eg: *Writing on a whiteboard, writing messages.*

Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.

Composition:

Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down.

Spelling:

Orally spell VC and CVC words by identifying the sounds.

Write own name. **Handwriting:**

Form letters from their name correctly.

Recognise that after a word there is a space.

Maths



Number:

- Subitising; recognising small quantities without needing to count them all
- Numeral meanings
- Conservation (knowing the number does not change if things have been re-arranged)
- More than/less than
- Identifying groups with the same number of things
- Number bonds: knowing which pairs make a given number

Match/Sort/Spatial Thinking

- Comparing indirectly
- Recognise the relationship between size and number of units
- Representing spatial relationships
- Identifying similarities between shapes
- Showing awareness of properties of shape
- Begin to use time to sequence events

Pattern

- Identifying the unit of repeat
- Continuing an ABC pattern
- Continuing a pattern that ends mid unit
- Make their own ABB, ABBC pattern
- Spotting an error in an ABB pattern

Understanding of the World



Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.

Find out about key historical events and why and how we celebrate today? Eg: *Remembrance Day, Christmas Day, Diwali.*

Ask questions and use different sources to find answers including books. Comment on images of familiar situations from the past.

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.

Look closely at and make comparisons between this country and the lives of people in other countries within the world.

Religious Education



In Reception, our curriculum driver words are to:

- *Recognise*
- *Talk about*
- *Begin to retell*

This half term, during our topic of God's Family, children will...

- Identify ways in which a Christian family and parish share and celebrate life, and show and care for one another including Baptism (L)
- Come to know that Sunday is a Special day for the Church family (CE); Experience that a Church is a place where God's people gather to pray (C)
- Understand the love shown to them and how to show love to others (L)
- Come to know that Mary is the Mother of Jesus (R)
- Come to know Jesus is God the Father's Son = R
- Hear the story of Christmas (R) (CE)





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Communication and Language

Listen in familiar and new situations.
Engage in story times.
Maintain attention in new situations.
Ask questions to find out more and to check they understand what has been said to them.
Follow instructions with two-parts in a familiar situation.
Start a conversation with peers and familiar adults and continue for many turns.
Develop social phrases.

Fiction:

- Leaf Man
- Pumpkin Soup
- We're Going on a Leaf Hunt
- Tidy Tree
- Where the Poppies Now Grow

Non-Fiction:

- Autumn
- (Clare Collison)

Traditional Tale:

- The Elves and the Shoemaker



Expressive Arts and Design



Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Singing well-known nursery rhymes, familiar songs and chants.

Observational work, junk modelling, construction, malleable materials, use of different mark making equipment to achieve different effects. Firework and Christmas pictures – exploring light.

Charanga Songs:

- I'm A Little Teapot
- The Grand Old Duke of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song

Physical Development

Revise and refine the fundamental movement skills they have already acquired, Eg: *rolling, crawling, walking, jumping, running, hopping, skipping, climbing* to learn new skills and to support the development of our gross motor skills. Begin the 'Elmer' topic of PE passport.
Fine motor skills are developed throughout the day through continuous and enhanced provision. Children are encouraged to use a wide variety of different media when mark-making. We remember the 'crocodile teeth' to help us pick our pencil up in the correct way.

RHE



Autumn II EYFS:

Module 1, Unit 1:

- **Story Sessions:** Handmade With Love,

Module 1, Unit 2:

- **Session 1:** I Am Me
- **Session 2:** Heads, Shoulders, Knees and Toes
- **Session 3:** Ready Teddy?

Personal, Social, Emotional Development



Begin to express their feelings and consider the perspectives of others.

Begin to take turns and share resources.

Independently choose where they would like to play and express reasons why.

Continue to build constructive and respectful relationships.

Seeking Growth Together



During 'Seeking Growth Together' time we will focus on learning about:

- British Values Week- 7th November
- Armistice Day – chn will look at photos of soldiers from the past, think about ancestors who may have died during the war – make links with own family history.
- Respect for life and dignity, compassion, mercy, equality, justice, peace – how we can help our neighbours during Advent.

Our creative approach to teaching Seeking Growth Together will be led by our school 'drivers' including: *oracy, metacognition and P4C.*

