



YEAR R Autumn 2023

English

Reading



Reading/Comprehension

- Listen to a story and comment on the events.
- Name the characters from a familiar story.
- Identify the characters and setting of a familiar book.
- Join in with the repeated refrain from a familiar story.
- Begin to use language from the story when discussing it.

Phonics/Spelling

- Begin to follow Read Write Inc. for Phonics - introducing all set 1 sounds:

Set 1 Sounds are taught in the following order:

mas dtin p g ock ub fel h shr j v y w th z ch q u x ng nk

- Identify an object when given the initial sound.
- Say the initial sound in a given word.
- Clap the syllables in a word.
- Say a sound for all Set 1 Grapheme Phoneme Correspondence (GPCS).
- Blend CVC words verbally.

Writing

- Attempt to write their name in a way that they or others can recognise, then develop to writing their name with correct formation.
- Discuss the marks they make, e.g., "this is a car".
- Form Set 1 letters recognisably.
- Segment Consonant Vowel Consonant (CVC) words verbally.
- Write the initial and middle sounds for a CVC word.

Mathematics

Numbers

- Subitise to 3.
- Represent 1 - 3 on fingers, on a tens frame and with objects.
- Subitise to 4.
- Discuss composition of numbers to 4, showing some automatic recall of number facts.
- Begin to recognise parts within numbers. E.g., Look at 4 buttons and say "I can see a group of 2 and another group of 2"

Maths - Numerical Patterns

- Join in with number songs, attempting to represent numbers using fingers where appropriate.
- Recite numbers to 10 or beyond.
- Demonstrate understanding that we use one number for each item, when counting.
- Attempt to count objects, actions and sounds.
- Use and understand the term "more" in practical contexts.
- Recite numbers to 20 confidently.
- Count back from 10.
- Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects.
- Use and understand the terms more and fewer/less in practical contexts.
- Understand the term equal when comparing two groups of objects.

Shape, Space and Measure

- Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g., big/small, round/straight.
- Time - understand first/next.
- Sorting/matching - sort groups of objects according to different criteria
- Time - Understand yesterday/today/tomorrow. Recite days of the week.
- Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape.
- Use shapes to make pictures/models.
- Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.

Events & Trips

- Monday 13th/Tuesday 14th November - Parent's Evening
- WB: 13th November - Reception Phonic sessions
- Wednesday 13th December - Christmas Fayre
- Monday 18th December - Reception Christmas Party
- Tuesday 19th December - Reception Nativity
- Thursday 21st December - Break up for Christmas



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UTW	Expressive Arts and Design	Communication and Language	Physical Development	Personal, Social and Emotional Development
<p>Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>History Growing Up Q: How have I changed since birth?</p> <ul style="list-style-type: none"> <li>Discuss who is in their family and show some sense of their own history,</li> </ul> <p>Geography Season: Autumn</p> <ul style="list-style-type: none"> <li>Discuss change in seasons from Summer &gt; Autumn, and then Autumn &gt; Winter. Make reference to changes to the natural world, weather and our habits.</li> <li>Make more careful observations (e.g., "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g., soil, roots, stem, temperature, melt.</li> <li>Make simple drawings of natural objects, e.g., leaf.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>Talk about differences between materials and changes they notice in simple terms, e.g., when cooking, melting ice etc.</li> <li>Talk about forces they feel, e.g., water pushing a boat up to float, elastic bands stretching, magnets.</li> <li>School grounds and local area</li> <li>Use paper/digital maps and floor plans; Draw simple maps.</li> <li>Taking a simple photo</li> <li>Positional language; programming Bee-Bots.</li> </ul>	<p>Expressive arts and design enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.</p> <p><b>This Term we will focus on:</b></p> <ul style="list-style-type: none"> <li>Joining in with nursery rhymes, learn simple songs and copy simple rhythms.</li> <li>Explore mark making using a range of different drawing tools on a range of different surfaces.</li> <li>Threading &amp; Weaving (Bookmarks)</li> <li>Use objects as representations in pretend play, e.g. a cuboid block as a telephone.</li> <li>Use blocks/construction toys to build "small worlds".</li> <li>Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</li> <li>Use colours for a purpose, e.g., using the correct eye/hair colour when drawing a self-portrait.</li> <li>Take part in simple, pretend play often based on familiar experiences, e.g., making dinner.</li> <li>Develop storylines through small-world or role-play.</li> </ul>	<p>Communication and language development gives children opportunities to experience a language-rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. It is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions and singing.</p> <p><b>This Term we will focus on:</b></p> <ul style="list-style-type: none"> <li>Settling in activities and carpet times.</li> <li>Nursery rhymes.</li> <li>The Colour Monster - moods and feelings.</li> <li>Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?"</li> <li>Links to festivals, children's experiences, talking about shared experiences.</li> <li>Songs - Nativity and Christmas songs. Listening to stories and developing vocabulary</li> </ul>	<p>Physical development provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food.</p> <p><b>This term in PE we will focus on:</b></p> <ul style="list-style-type: none"> <li>Use bodies to create a range of large and small shapes.</li> <li>Balance on large/small body parts</li> <li>perform basic travelling actions climb and hang from apparatus.</li> <li>Move to music.</li> <li>Copy and perform some dance moves.</li> <li>Move safely around a space.</li> </ul> <p>On a Friday we have South Shields Football Club (SSFC) for our PE sessions</p>	<p>Personal Social and Emotional Development (PSED) supports children to have a positive sense of themselves, respect for others, social skills, emotional well-being and a positive disposition to learning. These are all crucial for school readiness. PSED is about children: developing confidence and independence.</p> <p><b>This term in PSED we will focus on:</b></p> <ul style="list-style-type: none"> <li>Explore why families and special people are valuable.</li> <li>Understanding why it is important to share and develop strategies to help with this.</li> <li>See themselves as valuable individuals by recognising similarities and differences.</li> <li>Explore cultural festivals that are important to individuals.</li> <li>The importance of sharing and turn - taking through roleplay/games/circle time.</li> <li>Consider the ingredients for a good friend.</li> <li>Explore how kind words make others feel good; recognise the value in working together as a team.</li> </ul>