

Personal, Social and Emotional Development:

To develop the confidence to take more risks in their learning and embrace new challenges.

To develop an understanding that their own actions affect other people.

To begin to take account of what others say to them when engaging in group play.

To further develop their ability to self-regulate, with adult support.

Communication:

To begin to develop 2-channelled attention- the ability to listen and do.

To follow 2-part sequence instructions.

To begin to express themselves effectively, showing awareness of listeners' needs.

To further develop their vocabulary- especially by grouping and naming, exploring the meaning and sounds of new words.

Physical Development:

To develop use of a controlled pincer grip when mark-making and writing letters.

To show independence in self-care- e.g. wiping own bottom, putting on own coat.

To be able to cut along lines and curves using the correct scissor grip.

Light and Dark

Literacy:

Phonics- consolidating awareness of rhyme, rhythm and alliteration where not yet secure.

Introducing remaining Set 1 sounds w, th, z, ch, qu, x, ng, nk and then Set Two sounds- ay, ee, igh, ow, oo, oo, ar, or, air. Identifying vowels.

Introducing common irregular words e.g. I, the, a, me...

Developing skills for reading. Reading CVC words by blending sounds.

To begin to write CVC words and short phrases.

Mathematics:

- subitise within 5, perceptually and conceptually, depending on the arrangements.
- continue to develop their counting skills.
- explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- begin to count beyond 5.
- begin to recognise numerals, relating these to quantities they can subitise and count.
- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.
- explore the composition of numbers within 5.
- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching.
- compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
- Naming and describing 2D shapes, creating arrangements and repeating patterns.

Expressive Arts and Design:

To be able to create simple representations of events, people and objects with increasing control and detail.

To begin to use colours appropriately.

To experiment with different media.

To learn songs and dances for our Christmas Performance.

To experiment with different instruments.

Understanding the World:

Autumn into Winter- noticing changes.

Learning from non-fiction texts shared with the class.

To be able to use a simple computer program.

RE- Why we have celebrations; Diwali, Christmas- Who Travelled to Bethlehem.

The above summary highlights key aspects of learning that we plan to explore over the next half term. Please note that this does not illustrate all the learning that will take place, to see a more detailed overview of the Reception year please visit the class page on the school website. Areas of focus may change in response to the children's interests and learning needs.