



## Reception Topic - People who help us

**Thursday 8.30 -8.50** All parents and carers or family members please come to the main entrance. You will find out what your child is learning that week and how we teach them to read.



### Communication and Language

Children will begin to use a range of tenses.

They will be using vocabulary that reflects their experiences. Vocabulary will be extended, exploring the meaning and sounds of new words.

To introduce a storyline or narrative into their play.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Recall a walk in the local area.

To talk about the features of a map and how to use it.

### Personal, Social and Emotional Development

Executive function - be able to hold information in their head.

Focus attention, regulate behaviour and plan what to do next.

Self-regulation - focus their thinking. Monitor what they are doing and adapt.

Bounce back when things get difficult.

Show resilience and perseverance in the face of challenge.

Have a can-do attitude.

To know and talk about factors that support their overall health including healthy eating and exercise.

Toothbrushing - good oral hygiene.

Sensible amounts of screen time, having a good sleep routine.

Being safe when crossing the road.

Independently manage their own care such as brushing their teeth.

### R.E- scheme of work -What can we see in our wonderful world?

How can we look after our world?

How can we make our world more beautiful?

How was our world made?

Celebrations: understanding the importance of Eid to Muslims.

### Expressive Arts and Design

Engages in imaginative play which contains a storyline or narrative.

To construct with purposeful intent.

To begin to think about ways to improve their model.

To do observational drawings of buildings.

We will be learning about the artist Alma Thomas and Andy Goldsworthy.

Design a building and explore their choices of materials.

Make a handprint out of clay

### Mathematics - following NCETM mastering number

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary

We will continue working on these skills in the next half term.

### Physical Development

To achieve a good posture when sitting at a table or floor.

To know about the factors that support their overall health. (As detailed in PSSED)

Use a tripod grip with good control when holding pens and pencils. Independently puts on jumpers, fastens buttons and can do up a zip.

Completes jigsaws of up to 20 pieces.

Fundamental skills

Pupils will explore moving (running) using different body parts in different directions, at different levels and at different speeds.

Pupils to apply their understanding of moving (running) into a game.

Pupils to explore jumping for distance, hopping in a variety of ways; in different directions, at different speeds and different levels.

Pupils to explore different ways of throwing an object and learning how to throw (underarm). To develop their understanding of why we need to aim when we are throwing.

### Literacy

To learn how to gather information about people who help us looking at non-fiction books, talking to adults in those roles and asking questions. Inference and prediction - can lift less obvious meaning from pictures.

Can discriminate between similar letters and numbers.

To recognise digraphs.

Can name different parts of a book.

Match lower case and capital letters.

Read simple phrases and sentences made up of words.

Reads simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few common exception words.

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Re-read sentences that they have written to check if they make sense.

Use their developing phonic knowledge to write things such as labels and captions progressing to simple sentences.

To write for a range of purposes.

To read their writing back to check that it makes sense.

To form letters correctly.

The new graphemes we will be introducing this term are:



### Understanding the World

To identify and talk about the differences between materials and the change they notice.

To know that there are different countries in the world.

To know and compare the differences between schools around the world and schools in England and how we travel to school compared to other children around the world.

To explore the community in which they live. Do children know what is in their area, parks, theatres, museums, different places of worship?

To learn about people who help us in the community such as doctors, firefighters, police officers.

To talk about past and present events.

To explore maps and understand how we can use them.