

Personal, Social & Emotional Development

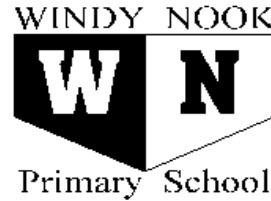
We will be learning:

- to put our class charter in action by continuing to work on managing our thoughts, feelings and actions.
- to continue to develop friendships, learn to consider other people's needs and learn to compromise and negotiate to resolve conflict.
- to develop self-confidence and self-awareness, being confident talking to others and asking for help
- how to recognise the impact of choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings

Class: Reception Class
Class Teacher: Mrs Ramanandi

Miss Byrne

Term: Autumn 2



Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Communication & Language development

We will be learning to:

- listen to familiar stories with increasing attention and recall
- join in with repeated refrains and anticipates key events and phrases in rhymes and stories
- show understanding of prepositions such as under, on top or behind
- responds to instructions and follow directions
- to use more complex sentences to link thoughts
- use language in recalling past experiences
- retell a simple past event in correct order
- use talk to explain what is happening and anticipate what might happen next
- understand why and how questions and question why things happen and give explanations
- Build up vocabulary that reflects the breadth of experiences

Physical Development

We will be learning:

- to run with spatial awareness and negotiate space and adjust speed or direction to avoid obstacles
- to grasp and release with two hands to throw
- to observe and describe the effects of physical activity on their bodies.
- name and identify different parts of the body
- to take practical action to reduce risk, showing their understanding that equipment and tools can be used safely
- use a dominant hand to use anticlockwise movement and retrace vertical lines
- to form recognisable letters

Learning Hook:

Autumn and its awesome festivals

This term the children will continue to explore changes that take place in autumn. They will learn about bonfire night, Diwali and Advent and the Christmas story.

The children will also learn about animals that hibernate.

Literacy

We will be learning:

- to be aware of the way stories are structured, and to tell own stories
- how to talk about events and principal characters in stories and suggests how the story might end
- About illustrations and words in print and digital books and how to handle books and touch screen technology carefully
- shows awareness of rhyme and alliteration
- To recognise rhythm in spoken words, songs, poems and rhymes
- How to clap or tap the syllables in words
- To hear and say the sound in words
- to write their own name, other names and words

Mathematical Development

We will be learning:

- practise our basic skills of number, including counting
recognising numerals
counting quantities of objects
counting actions
- ordering numbers 1-10/11-20
- finding one more or less
- to explore 2D and 3D shapes - colours and patterns and creating repeating patterns.
- to begin to write numbers with accuracy
- to use estimation within play
- to develop understanding of positional and ordinal language
- finding the total of 2 groups using the part, part whole method

Understanding the world

We will be learning:

- about autumn and festivals such as Halloween, bonfire, Diwali and Christmas
- about the changes that take place in our environment during autumn.
- exploring nocturnal animals
- show interest in different occupations and ways of life
- how we are all different and all unique
- to operate simple equipment- IPADS, computer mouse and keyboard, interactive whiteboard & camera

Expressive arts and design

We will be learning:

- how to access the creative areas and use tools safely and correctly
- to draw, paint and create with a purpose
- begin to be creative and use different materials in own artwork
- plan and create junk models with a purpose in mind
- how to create art relating to bonfire, Diwali and Christmas.
- show imagination using small world toys and in the role play
- how to join in with familiar songs and learn new songs relating to Halloween, bonfire, autumn and Christmas.
- how to play percussion instruments and move in different ways to music
- songs and actions for our Christmas performance

British Values

Individual Liberty: The right to an education, the right to play

Rule of Law: school / class rules & charter. Understanding and accepting the difference between right and wrong

Mutual Respect: Class charter, circle time / PSE. Welcoming visitors to class. Exploring Religions and beliefs

Democracy: Special helper rota. Turn taking

RRSA Links

Article 2 All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

Characteristics of learning

Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

Creating and thinking critically – thinking

Having their own ideas

Making links

Choosing to do things