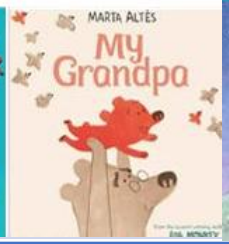
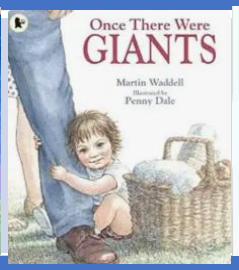
Reception – Autumn 2

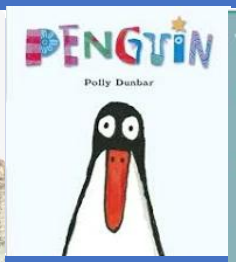
Key Texts & Recommended Reads

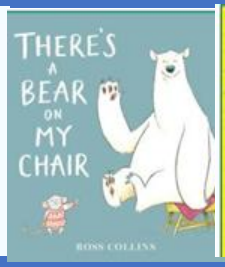


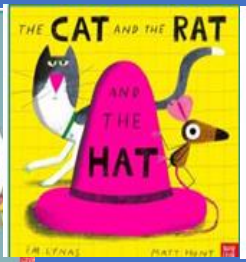




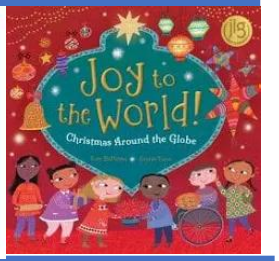












Sticky Knowledge & Vocabulary

• To be able to name and think carefully about people who are special to us. • Talk about members of our immediate family and community • To know what 'friendly' means and how to ask to join group play.	• To be able to talk about why people are special to us. • To talk about likes and Interests, • To talk about my feelings towards others, showing empathy.	• To talk about similarities and differences and patterns of change- 'when I grow up. • To talk about things I have learnt to do over time and how people have helped me.	• To independently use Tales Toolkit words problem and solution. • Understand they are special and what others adore about them (tell someone else)	• To match two words that rhyme and begin to add their own. • To join in with the repeated refrains in a story.	• A rhyming string- 3 or more words which rhyme • To confidently give their own idea for a simple story change. • Be able to sing our learning song and use 'work together' element.	• To understand that different families have different traditions. • Be able to talk about their own families routines and traditions.
• Family • Community • interests	• Friendship • Empathy • care	• Growing • Changing • viewpoint	• Companion • Adored • loved	• Rhyme • Repetition • Author	• Illustrator • Rhyming string • entertain	• Traditions • celebrations • religion

Enquiry Questions

- What do I like and dislike? What makes me special?
- Who is special to me?
- How have I changed over time and how have people helped me grow?
- How are we the same/ different? Do all families look the same?
- How can we be good friends?
- What helps us learn? What makes a good listener?

Oracy Skills

- To be able to turn to a friend when talking and to express their idea audibly.
- To confidently tell others to join in, stop or ask for a turn in their play.
- To take a turn speaking when in a small group.

Skills

Personal, Social & Emotional Development

- Become familiar with how to meet their needs in the classroom; , remembering to drink their water, getting their school dinner, washing their hands properly.
- Become content to find comfort with one of the adults, knowing how they can ask for help.
- To show a sense of themselves by talking about what they have enjoyed in their classroom or expressing dislikes.
- Can explain what our Golden Values look like in our classroom and begin to follow them (linked to our Golden Values).
- Can identify kindness and considerate behaviour of others.

Physical Development

- To move confidently, negotiate space and show an awareness of others in the Reception garden and large playground.
- To develop core strength and begin learning our 'animal poses' – meerkat, strong bear, lying lizard and penguin.
- Continue to develop their small motor skills so that they can use a range of tools competently, safely, and confidently e.g using their own knife and fork, being able to use a paintbrush, can take lids of pens and do up their own zips or velcro shoes.
- Start to learn how to hold their pens/ pencils correctly Kinetic Letters '3 Friends Hold' song.



Communication & Language

- Be able to communicate with the adults in the classroom to make their feelings known – begin to use 'Zones of Regulation' vocabulary.
- Ask their friend's questions to find out more information or keep play going inc. Please can I play too? When you're finished can I have a turn?
- Begin to use prompts, visuals and the 'Body Boundary' song to express their feelings to friends, help advocate for themselves and sort conflicts.
- Learn our 'Mr Potato Head' listening song and be able to work towards showing these skills during short carpet inputs.
- Talk about their classroom/ school and compare it to other places using new learnt vocabulary.
- Sing up to 8 Nursery Rhymes as part of a small group.
- Be able to link events in a story to their own experiences.

Other Areas

- Be confident to make marks for a purpose in their play, giving consistent descriptions about what the meanings of the marks are. These may include some recognisable letters including ones from their name (they may not be the correct sounds yet).
- To recognise their name and write it with greater accuracy.
- Be able to match objects using the stem sentences '??? Is the same as ???, they match because ???' .
- Be able to use the language of length and weight to compare objects
- To represent numbers to 10 and explain reasoning.
- Start to learn the numbers 1-5 in context including subitising (recognising without counting).
- To be able to talk about and respect what makes us the same/ different. Recognise that families are all different and we belong to our family, class and school community.