

TOPIC OVERVIEW SHOWING OBJECTIVES FOR RECEPTION

Year Group: Reception

Term: Autumn 2018

Characteristics of Effective Learning	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<ul style="list-style-type: none"> • Shows curiosity about objects, events and people. • Uses senses to explore the world around them. • Pretending objects are things from their experiences. • Initiating activities. • Seeking a challenge. • Maintains focus on their activity for a period of time. • Not easily distracted. • Persisting with activity when challenges occur. • Showing satisfaction in meeting their own goals. • Thinks of ideas. • Makes links and notices patterns in their experience. • Checking how well their activities are going. 	<ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children. • Keep play going by responding to what others are saying or doing. • Explains own knowledge and understanding, and asks appropriate questions of others. • Can select and use resources with help. • Is more outgoing towards unfamiliar people and more confident in the new social situations. • Understands that own actions affect other people. • Aware of boundaries set and of behavioural expectations in the setting. • Confident to speak to others about own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> • Is able to follow directions, if not intently focused on own choice of activity. • Maintains attention, concentrates and sits quietly during appropriate activity. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes and jokes. • Understands preposition such as 'under', 'on', 'top' and 'behind' and can carry out an action in response. • Build up vocabulary that reflects the breadth of their experience. • Begins to use more complex sentences to link thoughts. • Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> • Experiments with different ways of moving. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Jumps off an object and lands appropriately. • Shows a preference for a dominant hand. • Draws lines and circles using gross motor movements. • Begins to form recognisable letters. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open fronted coat or shirt, pulls up own trousers, and pulls up zipper once it has been fastened at the bottom. • Usually dry and clean during the day. • Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sounds in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Link sounds to letter, naming and sounding the letters of the alphabet. • Enjoys an increasing range of books. • Looks at books independently. • Knows that information can be retrieved from books and computers. • Breaks the flow of speech into words. • Gives meaning to marks they make as they draw, write and paint. • Hears and says the initial sound in words. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> • Recognises numerals 1-10 (to 20 if ready). • Counts up to three or four objects by saying one number name for each item. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 5 objects. • Counts an irregular arrangement of up to 5 objects. • Beginning to use mathematical names for 'flat' 2D shapes and mathematical terms to describe shapes. • Selects a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models. • Beginning to use everyday language related to money. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Can describe their relative position such as behind or next to. 	<ul style="list-style-type: none"> • Shows an interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Show care and concern for living things and the environment. • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer. • Uses ICT hardware to interact with age appropriate computer software 	<ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Begins to build a repertoire of songs and dances. • Beginning to move rhythmically. • Initiates movement in response to music. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Creates simple representations of events, people and objects. • Choses a particular colour to use for a purpose. • Engages in imaginative role play based on own first hand experiences. • Introduces a storyline or narrative into their play.

SUGGESTED ACTIVITIES LINKED TO OBJECTIVES FOR RECEPTION

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Characteristics of Effective Learning	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<ul style="list-style-type: none"> ▪ Play with your child. Encourage them to explore and show an interest in discovering new things. ▪ Help concentration by limiting noise, and making spaces visually calm and orderly. ▪ Always respect children’s efforts and ideas, so they feel safe to take a risk with new experiences. ▪ Value questions and talk to your child. Help them to make connections between their experiences. 	<ul style="list-style-type: none"> ▪ Encourage your child to choose to play with a variety of friends from all backgrounds. ▪ Talk about behaviour and how they need to be responsible for their own. ▪ Play turn taking games. ▪ Teach your child to use and care for materials and trust them to do so independently. ▪ Talk about their successes, achievements and their own gifts and talents. ▪ Talk about their feelings. 	<ul style="list-style-type: none"> ▪ Play games linked to speech sounds and listening carefully at sounds. ▪ Sing rhyming songs and talk about the words that rhyme. ▪ Read stories that have repeated refrains and encourage children to join in. ▪ Allow time for children to have conversations. ▪ Give children thinking time to decide and say what they want. 	<ul style="list-style-type: none"> ▪ Practise movement skills through games with beanbags, cones, balls and hoops. ▪ Play games where children can move in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. ▪ Allow children to play with small world toys, construction sets, threading and posting toys. ▪ Help your child to develop independence with self-help skills, such as hand washing and toileting.
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
<ul style="list-style-type: none"> ▪ Discuss with your child the characters in the books they enjoy reading with you. ▪ Encourage them to predict outcomes and to think of alternative endings to stories. ▪ Encourage your child to recall words that they see frequently, such as their own and friends’ names. ▪ Talk to your child about the letters that represent the sounds they hear at the beginning of their own name and other familiar words. ▪ Demonstrate writing so that your child can see you spelling words. ▪ Allow opportunity for children to write about their interests. 	<ul style="list-style-type: none"> ▪ Provide collections of interesting things for children to sort, order, count and label in their play. ▪ Model counting objects in a random layout, showing the result is always the same as long as the object is only counted once. ▪ Model and encourage the use of mathematical language, e.g. ask questions such as ‘How many pots will fit on the shelf?’ ▪ Play number games and games that involve counting, such as hide and seek. ▪ Introduce your child to the use of mathematical names for solid 3D shapes and flat 2d shapes. ▪ Talk about long and short things, heavier and lighter, patterns and shapes. 	<ul style="list-style-type: none"> ▪ Encourage your child to talk about their own home and community life and find out about other children’s experiences. ▪ Strengthen the positive impressions children have of their own cultures and faiths and share their celebrations with their friends. ▪ Talk about the features of the environment in the local area. ▪ Talk about the changes we see over time, such as the seasons or growing plants. ▪ Help children to notice and discuss patterns round them, such as bricks on buildings. ▪ Encourage your child to speculate on the reasons why things happen and how things work. 	<ul style="list-style-type: none"> ▪ Introduce your child to vocabulary that enables them to talk about their observations and experiences, e.g. smooth, shiny, rough, flat, jagged, etc. ▪ Support them to think about what they want to make, the processes that may be involved and the materials or resources they may need to use. ▪ Support your child excursions into imaginary worlds by encouraging inventiveness. ▪ Introduce descriptive language to support children in their play and storytelling. ▪ Mix colours with children when painting. ▪ Join materials together, e.g. using glue, sticky tape or string. ▪ Allow children to role play experiences using dressing up clothes.