

## **Personal, Social and Emotional Development**

### **Managing feelings and behaviour:**

To think about things that make you happy e.g. sharing, playing together.

Classroom rules “how can we make the classroom a nice place to be”.

Happy and sad face sorting.

### **Self confidence and self awareness:**

Finding out about and naming parts of the body.

How have you changed? What could you do as a baby?

What have you learnt to do? What would you like to be able to do in the future?

Looking at thumbprints and what makes us unique.

Comparing pictures of the children as babies.

Learning to ask for help

### **Making Relationships:**

Circle time: learning new names, talking about favourites.

## **Physical Development**

### **Moving and Handling:**

Various table top fine motor activities. Eg. Peg boards

Hama beads, Tap tap shapes, Playdough manipulation.

Scissor control

Pencil control.

Developing fine motor skills (dressing/undressing, doing up/undoing buttons and zips etc...)

### **Health and Self Care:**

What happens when we exercise?

Learning the importance of warming up and cooling down

## **Communication and Language**

### **Listening and Attention:**

Beginning to hear rhyme and think of rhyming words.

Listening to other children’s favourite things.

Favourite rhymes and songs.

Simon says.

### **Understanding:**

Sequencing familiar stories.

Answering questions about stories.

### **Speaking:**

All about me bags, children to bring in things special and talk about those items.

Talking about a special event in their lives.

Class poem about favourite things.

Retelling stories

# **All about me Autumn Term 2016 Reception**



## **Literacy**

### **Reading:**

Storytelling: Learning by heart, story mapping, picking out important parts.

Jolly phonics-learning the first set of sounds.

Making books about “ourselves”

Information books about the body/growing/changing.

Funnybones books.

### **Writing:**

Name writing.

Various mark making activities.

Pencil control booklets.

Practising letter formation for the first set of sounds.

Labelling body parts.

## **Expressive Art and Design**

### **Exploring and using media and materials:**

Rainbow fish using overlapping.

Lots of ways of mark making their name.

Playdough creations.

Self-portraits using paint.

Drawing story maps

### **Being Imaginative:**

How does different music make us feel?

Make sounds for different parts of ‘the little red hen’ using instruments.

Learning and listening to favourite songs and rhymes.

Moving to music.

## **Mathematics**

### **Numbers:**

Counting rhymes.

Recognising numerals.

1 to 1 counting.

Counting parts of the body

Looking at pairs (gloves, arms, eyes, feet, legs etc..)

### **Shape, Space and Measure:**

Height comparison of children

Measuring toys, body parts with hand-spans, cubes

Comparing items using Big, bigger, biggest. Small, smaller, smallest.

Using 2D shapes to make pictures.

Repeating patterns with potato printing and peg boards

## **Characteristics of effective 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 ways to do things

## **Knowledge and Understanding of the World**

### **People and communities:**

Talking about likes and dislikes.

Talking about past events in their lives.

### **The world:**

Exploring the senses.- blindfolded taste test, feely bags, matching smells, identifying animal noises, using magnifying glasses to find small objects in bottles of sand.

### **Technology:**

Using iPad/iPod to take photos of favourite places to play.

Turning the CD player on and off.