

Reception - Autumn

Term 1

Topic-

I am special, I am Me!



Key Vocabulary

Me, myself, baby, grow
change, special, unique,
family, parents, siblings,
brother, sister, mum, dad,
mother, father
house, home, unit, senses
touch, taste, smell, sight
hear, feeling, happy, sad,
angry, frustrated, scared,
worried, upset, annoyed,
excited, pleased,
surprised, tired, bored,
calm, control, express
R.E. family, love, home,
special, teach, role-
models, rules,
relationship, carer,
unique, Moses, Ten
Commandments, gifts,
religion, Judaism, Jews,
God, Jesus, Christmas,
Son of God, miracle,
healing

We will be reading- Literacy

We are family - by Patricia Hegarty.
Brown Bear Brown Bear what do you see? By Bill
Martin Junior

-We are going on a bear hunt by Michael Rosen

Topic enrichment books-

Real Life superheroes by Julia Seal

The Colour Monster by Anna Llenas
Itchy Bear/Sneezy Bear by Neil Griffiths
We're all wonders by R J Palacio
Inside out (film)
Non-fiction texts on ourselves, senses & feelings

Knowledge and Understanding of the world.

To identify and discuss what makes them unique and
special
To talk about how they have changed since they were a
baby.
To talk about the changes they observe in their
environment – Seasons link.
To identify and use their 5 senses
To explore and investigate using all their 5 senses
To identify different environmental sounds
To identify different feelings and describe them
To talk about ways that our feelings can be managed
To learn about different family and household structures
and make comparisons to their own
To know that each of us are special and have different
talents, interests, beliefs and ways of life
To understand that humans change as we age.
To know and be able to name a few ways in which they
have changed since being a baby
To know that seasons change and this brings on changes
to our immediate environment
To know and name their 5 senses
To know we feel different ways in different situations
To know that our feelings can be managed
To understand that there are different family and
household structures.

Mathematics we will be covering this term:

Subitising within 5 and then 10

1 to 1 counting, grouping, ordering to 5 and recording,
matching to numerals

Counting, cardinality and ordinality

Length and weight

Mathematics

Perceptual subitising – instant recognition of a
numbers to 5
Conceptual subitising – Identifying sub groups within
larger numbers (numbers to 5)
To represent numbers in a given set using objects
To name quantities with number words (to 5)
To count to find how many objects in a set
To recognise that the last number in the set tells us how
many things there are in a group
To explore the composition of numbers within numbers
– e.g 3 is made of 2 and 1
Comparison of quantities – more than/fewer than
Comparing items using vocabulary short, shorter,
shortest, long, longer, longest
To write numerals to 5, forming them correctly
Comparing items using vocabulary light, lighter, lightest,
heavy, heavier, heaviest

Literacy and Phonics

Listening to and hearing initial sounds in familiar
words.

Listening to and identifying sounds in the
environment.

Phonemes: s a t p i n m d g o c k c k e u r h b f l

Tricky words: is I the

Expressive Arts and design

To give meaning to the marks that are made.
To use role-play to show how 'people in our
families help us'.

Communication and language

To talk about themselves and others in small group
and class circle times.

To share stories related to their experiences.
To listen to the experiences and stories of others
with growing attentiveness – sometimes making
relative comments or remarks.

To begin to explain how they are feeling,
developing new vocabulary linked to Emotional
Literacy.

To know about others.

To understand that our emotions have labels and
to use them with greater accuracy.

Physical Development

To use a dominant hand.

To begin to form recognisable letters which are
formed mostly correctly.

To continue to use an increasingly varied and
complex range of fine motor activities with a
greater degree of skill and accuracy.

To know which hand to write with.

To explore an increasing amount of tools and
equipment within their tasks.

To know how to use scissors effectively.

Personal, Emotional and Social Development

To describe a friend.

To know and demonstrate friendly behaviour.

To discuss and demonstrate how to be a good
friend.

To learn about the different family structures.

To begin taking turns with their friends.

To describe and show friendly behaviour.

To understand the different ways in which we can
show friendship.

To understand that different people have different
experiences to them.

To understand that they have different feelings
and these feelings have names.

To understand that people deal with their feelings
in different ways.