

**Reception - Autumn**  
**Term 2022**



**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

**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'.

**We will be reading-**

**Literacy**

- Brown Bear brown bear by Bill Martin
- We are going on a bear hunt by Michael Rosen
- The very hungry worry monster
- Peace at last by Jill Murphy

**Topic enrichment books-**

- Itchy Bear/Sneezy Bear by Neil Griffiths
- We're all wonders by R J Palacio
- Inside out (film)
- Mixed by Arree Chung
- 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

**Mathematics we will be covering this term:**

- Subitising to within 5 then 10
- 1-1 counting, grouping, ordering to 5 and recording matching to numerals

**Mathematics**

- To begin to recognise numbers automatically on a dice/card to 10.
- To be able to count to 10 independently.
- To say number names in order
- To talk about what they see in mathematical ways
- To say the number names to 10 in order.
- To recognise numerals to 10.
- To recognise how many objects within a group
- To know that numbers denote value or amount
- To know that as you count the value gets higher
- To know that the amount of objects shown does not change regardless of how they are placed
- To recognise numerals to 10.
- To write numerals to 5 then 10, forming them correctly.
- To know that numbers denote value or amount
- To know that as you count the value gets higher
- To know that numbers denote value or amount
- To know that as you count the value gets higher
- To explore different strategies to support accurate counting, moving away, crossing out, dotting etc
- To order numbers to 5 moving to 10

**Literacy and Phonics**

- Listening to and hearing initial sounds in familiar words.
- Listening to and identifying sounds in the environments.
- tricky words:** s a t p i n m d g o c k c k e u r h b f l  
is l the

**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 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