

## Reception - Autumn

Term 1- 2023



**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
- Rhyme – Incy Wincy Spider
- Rhyme – Here we go round the mulberry bush

#### **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 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 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 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.