

Reception – Autumn 2

Let's Celebrate

Communication And Language

Key Learning

Read and perform Dear Zoo story.
Identify and describe favourite animal from the Dear Zoo story.
Become engaged in stories during Drawing Club.
Speaking in full sentences when contributing to discussions.
Nativity role.
Adult planned into continuous provision area every day to support interactions.

Key Skills

Use language to communicate needs and wants.
Listen carefully, asking and answering questions.
Understand the need to take turns when speaking.
Begin to use new vocabulary introduced through stories and adult interactions.
Learn and remember words to be said when performing role in the nativity.
Engage in high-quality interactions with peers and adults in all areas of the learning environment.

Key Vocabulary

wrote, sent, animal names, big, tall, fierce, grumpy, scary, naughty, jumpy, perfect

character, choose, describe, favourite

*see Drawing Club overview for vocabulary introduced with each text

*plus vocabulary is displayed many learning areas on vocabulary flowers for adults to use with the children during play and high-quality interactions

Personal, Social and Emotional Development

Key Learning

Discussion and practical activities around self-regulation, self-awareness and self-confidence.
Take part in rehearsals for and performance of the Nativity.
Use the zones of regulation for daily emotion check ins.
Use the visual timetable to understand what is happening now and next.
Share stories around common PSED themes but also in response to cohort.

Key Skills

Develop self-confidence when performing to an audience.
Identify when they are feeling red/blue/green/yellow and to select an activity to overcome this where needed.
Know what they are good at and that everyone is good at different things.
Understand that they are different but also have some similarities to others.
Understand how to be a kind friend.

Key Vocabulary

different, special, similar, same, kind, unkind
happy, calm, relaxed, sad, tired, poorly, angry, mad, cross, worried, excited, kind, zone, feeling

Would you like to play with me?
Please stop that, I don't like it.
I am good at...
I need help with...

Take part in an activity outside of the school environment.	Be aware of what is right and what is wrong in a range of situations. Behave appropriately in a new and unfamiliar place.	
Physical Development		
<p style="text-align: center;">Key Learning</p> <p>Weekly PE sessions focussing on ball skills. Daily Dough Disco. Daily Squiggle Whilst You Wiggle for gross motor development with flipper flappers. Take part in EYFS Co-Ordination Challenge. Encourage children to use the visuals to support toileting independence, as well as to flush the toilet and wash hands independently. Put on and take off coat and jumper independently.</p>	<p style="text-align: center;">Key Skills</p> <p>Find a space and be able to work in it to develop core strength and balance. Begin to move skilfully negotiating the space successfully and safely, adjusting speed and avoiding obstacles. Develop fine motor skills through daily Dough Disco and finger gym activities. Develop gross motor skills through weekly PE, daily Squiggle Whilst You Wiggle and outdoor provision. Continue to further develop skills they need to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene. Fasten buttons and use zips on clothing. Begin to show accuracy and care when drawing and painting. Hold scissors safely and correctly when cutting. Begin to form letters correctly, holding the pencil in a tripod grip.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>fast, slow, bounce, catch, dribble, roll, hit, kick, balance, points, score, space, target, throw, space, safely, look, resting heartbeat, exercise, healthy</p> <p style="text-align: center;">button, fasten, inside-out, zip</p>
Literacy		
<p style="text-align: center;">Key Learning</p> <p>Draw, describe and label favourite animal from Dear Zoo. Draw a story map to retell the story of Dear Zoo.</p>	<p style="text-align: center;">Key Skills</p> <p>Develop letter and sound recognition with single sounds. Begin to blend sounds into words.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>draw, write, letter, word, sound, blend, segment, Fred fingers, Fred talk</p>

<p>Write to the zoo. Write to Santa. Write name daily on entry to school, at the top of each English book piece and on all creations. Daily Read Write Inc phonics. Write new sound each day in Phonics books. Write 2 CVC words each day containing the new sound. Through Drawing Club, imagine other possibilities for stories.</p>	<p>Segment the sounds in vc and cvc words. Use identifiable letters to convey meaning and for a purpose. Recognise and write own name. Write labels. Write lists. Retell a story using a story map. Enjoy and engage with a range of quality stories. Retell and innovate familiar narratives and stories with their peers and teachers Use mark-making/drawing skills to communicate thoughts, feelings and ideas.</p>	<p>story, story map, retell, characters, setting, events, describe, beginning, middle, end</p> <p>list, letter, imagination</p>
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Maths

Key Learning	Key Skills	Key Vocabulary
<p>Daily maths working wall/maths meeting. Match numeral to quantity. Create different arrangements and towers of three. Put together own photo, so that three parts make a whole again. Print Numberblocks Stampolines for numbers one to five. Count accurately to five using a range of resources and in different contexts. Subitise one to five when looking at different dot arrangements and with other objects in other contexts.</p>	<p>Use concrete resources, such as five frames, dice, blocks and counters. Represent quantities in a range of ways and using different resources. Subitise, represent and recognise five. Count accurately using one to one correspondence. Know that different parts make a whole. Apply mathematical understanding through opportunities in the daily routine, e.g. snacktime. Explore and investigate quantity, shape, space and measure through the learning environment.</p>	<p>count, how many, subitise, show, zero, one, two, three, four, five, none, same as, equal/equals, add, plus, altogether</p> <p>number, part, whole</p> <p>empty, full, half full/empty, measure, estimate, enough, not enough, too much, too little, nearly, almost</p>

Understanding The World

Key Learning	Key Skills	Key Vocabulary
<p>Look at different types of maps.</p>		

<p>Use Lego, blocks and loose parts to create a map of a familiar place (school, home). Draw a map of a zoo. Explore the role of a glaciologist with NUSTEM. Identify the seasonal change from Autumn to Winter in the outdoor area and through stories. Use home corner resources to recreate own experiences of home and community life, and begin to understand that not every body's home is the same. Make poppies for Remembrance Day</p>	<p>Know that school is in the town of Jarrow in the country of England. Know what maps are and can be used for. Understand that different people have different jobs. Talk about family celebrations and customs they have celebrated in the past. Share their past experiences of special events/celebrations. Be able to identify the day's weather. Begin to notice and talk about patterns e.g. days of the week, day/night. Begin to understand why we have Remembrance Day and the significance of poppies.</p>	<p>celebration, Christmas (any other celebrations the children talk about will be discussed), Christian, decorations, cards, presents, Remembrance Day, poppy</p> <p>shepherd, angel, king, innkeeper, Jesus</p> <p>town, Jarrow country, England, map, days of the week, weekend, weather, light, dark, natural, man-made</p>
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Expressive Arts and Design

Key Learning	Key Skills	Key Vocabulary
<p>Use natural materials to create collaborative art in the style of Andy Goldsworthy. Use junk modelling resources to make animals. Use recycled materials to make feeders. Create a page from a lift the flap book. Using simple tools to create line drawings. Making Christmas cards and calendars. Listen and respond to different types of music. Nativity practise and performance.</p> <p>Focus Artists: Andy Goldsworthy, Pablo Picasso</p>	<p>Select junk model materials and use sellotape and glue to join them together. Create with a purpose in mind. Use pencils, pens and ready mixed paint to make drawings, printing and paintings linked to stories and books we have shared. Use malleable materials such as playdough and clay to roll, squeeze and pinch, using tools to create patterns. Role play characters from familiar stories using props to support them.</p> <p>Begin to move rhythmically to music noticing changes in pace.</p>	<p>sellotape, dispenser, scissors, model, recycled, join, attach</p> <p>actions, action songs, tradition, culture, nativity, rehearsal, perform, audience</p>

Initiate movements in response to music.
 Perform familiar songs, rhymes and chants and learn new ones linked to curriculum learning e.g. Christmas.
 Perform simple dances.

Key Texts

Dear Zoo

Drawing Club texts – Room on the Broom, Whatever Next, The Tiger Who Came to Tea, The Hairy Toe, Giraffes Can't Dance, The Christmas Story

Enrichment Activities

Groundworks bird feeders workshop
 Vex 123 robots
 EYFS Co-ordination Challenge at The Urban Factory
 Nativity performance
 Christmas stay and play

Vocabulary Flowers for Continuous Provision Areas





