

Reception Topic Planning

Date: Autumn 2	Topic: What happens when I fall asleep?
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Key Learning Objectives:	Assessment for Learning:
<p>PSED</p> <p>See themselves as a valuable individual Build constructive and respectful relationships. Manage their own needs</p>	<p>I can...</p> <ul style="list-style-type: none"> • tell a grown up when I need the toilet, a drink or help • share and take turns with my friends without adult support • say please and thank you to grown ups and my friends • tell you 3 things that are special about me
<p>CLL</p> <p>Understand how to listen carefully and why listening is important. Learn new vocabulary Connect one idea or action to another using a range of connectives. Develop social phrases Engage in story times Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.</p>	<p>I can...</p> <ul style="list-style-type: none"> • use phrases such as please, thank you and excuse me correctly • join in whole class story times with repeated phrases • tell you one thing I liked about a story and why • talk about a non fiction book we have explored in class • use and and but correctly when telling a grown up about something that interests me • say why it is important to listen at carpet time
<p>PD</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>I can...</p> <ul style="list-style-type: none"> • hold a pencil using the correct grip • draw lower lines and shapes accurately with my pencil • hold scissors correctly • use scissors to cut along a guide line • skip across the yard • hop on one foot

<p>Literacy Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>I can...</p> <ul style="list-style-type: none"> • recognise all set one single letter sounds • blend sounds with support to tell you a word • independently blend 3 letter sounds to read a word • write my name correctly • form letters correctly in hand writing practise • write the initial sound of words when writing
<p>Mathematical Development Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Continue, copy and create repeating patterns.</p>	<p>I can...</p> <ul style="list-style-type: none"> • compare numbers and tell you which has more or fewer • copy 2 colour repeated patterns • match numerals 1-10 to the correct number of objects • count up to 10 objects accurately • count up to 5 claps or sounds correctly
<p>KUW Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p>I can...</p> <ul style="list-style-type: none"> • tell you who is in my family • talk about where I live • talk about my mum / dad and siblings and tell you one fact about them such as their age or favourite things • talk about autumn changes I see • talk about 3 things that change in winter i.e. weather
<p>EA&D Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>I can...</p> <ul style="list-style-type: none"> • create my own stories in role play situations • talk about my favourite music • tell you if I like a piece of music or not • use a range of materials independently in the creative area

