



**Year Group:** Reception

**Term:** Autumn 1

## Essential Question

Who are we?

## Authentic Outcome

Public Outdoor Exhibit -  
Art Trail Around Norris  
Green Park

## Driving Text

Ruby's Worry  
SO Much!

## Mini Outcomes

Pebble People Art

## Experts, Trips, Experiences & Making Community Links

Visit Norris Green Park  
Local Art Trail in Park – Friends of Norris  
Green Park

## Key Vocabulary

Ourselves  
Features  
Same  
Different  
Family Members  
Belong  
Home  
Family  
Loved  
Safe  
Trusted Adult  
Emotions  
Self-Regulation

## Technology

Interacting with age appropriate software.  
Under adult supervision.

## Immersive Environment

High quality enabling environments  
(ECERS-3 to support – see EYFS  
actionplan)



**Year Group:** Reception

**Term:** Autumn 2

## Essential Question

Where do we belong?

## Authentic Outcome

Public Indoor Art  
Exhibit

## Driving Text

Here We Are: Notes for  
Living on Planet Earth –  
Oliver Jeffers

## Mini Outcomes

Recycling Discovery Centre Visit

## Experts, Trips, Experiences & Making Community Links

Recycling Discovery Centre Visit

## Key Vocabulary

Home

Community

Local

Earth

World

Land, Ocean

Travel

Map

Culture

Diversity

Freindship

Respect

Recycle

Material

Environmnet

## Technology

WOW Room

Library Check Out System

Augmented Reality App

QR Codes

## Immersive Environment

High quality enabling environments  
(ECERS-3 to support – see EYFS  
actionplan)

# Development Matters 2021 Guidance

## Children in Reception will be learning to ...

<h3>Communication and Language</h3> <p>Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<h3>Personal, Social and Emotional Development</h3> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>	<h3>Physical Development</h3> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing 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 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p>
<h3>Literacy</h3> <p><b>Writing</b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><b>Spelling</b> Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Handwriting</b> Form lower-case and capital letters correctly.</p> <p><b>Reading</b> 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. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<h3>Maths</h3> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>	
<h3>Understanding the World</h3> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	<h3>Expressive Arts and Design</h3> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play</p>	