

Literacy

Writing:

Early learning goals:

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.

Key Skills:

- Phonics phase 2
- Decoding
- Sentence structure
- Labels
- Caption
- Name writing

Ideas:

- Super sentence writing
- Name on activities
- Self registration
- Caption writing
- Letter formation
- Handwriting practice

Understanding the world(UTW)

Early learning goals:

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Skills:

- Cultural differences
- Traditions
- Chaggim
- Ipads
- IWB

Ideas:

- Look at how honey comes from bees.
- Learn about the different Chaggim
- Compare different New Years in other cultures.

**Autumn Term 1
Reception
2021**

Personal, Social and Emotional Development (PSED)

Early learning goals:

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when

someone has taken their toy

Key Skills:

- Playing cooperatively
- Turn taking
- Sharing
- 2 or more player games

Ideas:

- Independence
- Circle time discussion
- Class rules
- Hanging up coats
- Daily Routine at School.

Literacy

Reading:

Early learning goals:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Key skills:

- teach phonics phase 2/3
- Decoding
- blending
- Reading a variety of different scripts
- Comprehension
- Fluency
- Accuracy

Ideas

- Phonics games
- 1:1 reading
- Reading area

Maths

Early learning goals:

- Recognise, write and understand numbers 0-20.
- Understanding the value of numbers. 1:1 correspondence and 1 more one less
- To write numbers using the correct formation.
- To know all 2D shapes

Key Skills:

- Reading and writing numbers.
- Recognise 2D shapes.

Ideas:

- Matching numicon
- Stamping numbers
- Chalk writing.
- Number hunt
- Snap
- Shape hunt
- Shape pictures
- Patterns

Physical Development

Early learning goals:

- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Key Skills:

- Fine motor skills
- Handle equipment correctly
- Writing
- Correct pencil grip

Ideas:

- Manipulating playdough
- Scissors control
- Handwriting practice
- Painting
- Drawing

Ivrit

Topic: Who am I?

Key Skills

- Say / repeat single words independently.
- Form two word phrases.
- Use new Ivrit vocabulary through songs, games and role play activities.

Ideas:

- Songs
- Games
- Role play activities

Communication and language:

Listening and attention and attention:

Early learning goals:

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short span.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.

Key Skills:

- maintaining attention
- Concentration
- sitting

Ideas:

- Talking partners
- Sharing news
- Show and Tell
- Sequence events
- Story telling

Speaking:

Early learning goals:

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play

Key skills:

- Vocabulary building
- Imaginative play
- Speaking
- thinking

Ideas:

- Show and tell
- Presentations
- Role play
- Problem solving ideas

Expressive Art and Design

Early learning goals:

- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.

Key Skills:

- Role play
- Building/Construction play
- Creativity
- Imagination

Ideas:

- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Creative area/art table
- Construction area
- Role play
- Portraits