

**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.
- 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.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

**Key Skills:**

- Phonics phase 3 and tricky words
- Decoding
- Tricky words
- Sentence structure
- Full stops and capital letters
- Finger spaces
- Name writing

**Ideas:**

- Super
- sentence writing
- Name on activities
- Self registration
- Letter formation

**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
- Turn taking games
- Role playing
- Can you fill my bucket

**Ivrit**

**Topic:** Who am I?

**Key Skills:**

Join in with songs, games and role play. Enjoys using new Ivrit vocabulary. Says single words independently. Forms two words phrases.

**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 – new years
- All about me

**Ideas:**

- Understanding light and where it comes from, what gives light.
- Community
- Traditions
- Classify animals and their habitats.
- Hibernation.
- Ipad
- IWB

**Ideas:**

- Using torches , make candles – link to Chanukah.
- Make animals and the homes they live in, what they eat.

**Autumn Term 2  
Reception  
2021**

**Literacy**

**Reading:**

**Early learning goals:**

- 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.

**Key skills:**

- Recap phonics phase 2/3
- Decoding
- blending
- Accuracy
- Tricky words

**Ideas**

- Phonics games
- 1:1 reading
- Reading area (challenge cards)
- Comprehension

**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.

**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 organize, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play

**Key Skills:**

- maintaining attention
- Concentration
- sitting

**Ideas:**

- Talking partners
- Sharing news/show and tell
- Role play
- Sequence events
- Story telling

**Key skills:**

- Vocabulary building
- Imaginative play
- Speaking
- thinking

**Ideas:**

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

**Maths**

**Early learning goals:**

- Finds the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use

the vocabulary involved in adding and subtracting.

**Key Skills:**

- Floating and sinking
- Weighing
- Addition and subtracting

**Ideas:**

- Chalk writing.
- Adding and subtracting animals from their homes
- Find the missing number on the number line
- Snap for number bonds
- Weighing shopping

**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 recognizable letters.
- Uses a pencil and holds it effectively to form recognizable 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
- Ball Skills

**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 tools and techniques needed to shape, assemble and join materials they are using.

**Key Skills:**

- Role play
- Building
- Construction
- Creativity
- Imagination

**Ideas:**

- Creative area/art table
- Construction area
- Role play
- Chanukah using clay
- Paper mache birthday cake
- Candle making

**Types of music:** action songs and Chanukah songs

**Key skills:** cognising high/low sounds; getting higher/getting lower; take part in singing songs, chants and rhymes; clapping simple rhythms;

**Ideas:** joining in with singing, dancing and ring games; tap out simple repeated rhythms and make some up