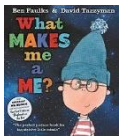
Windmill Hill Academy – Reception Overview – Autumn 1

What are we learning?

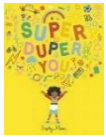
What Makes Me, Me?

Key Themes and Books

Starting school/new beginnings, Rules and routines, All about me/families/homes, Feelings and emotions, Harvest, Seasonal changes - Autumn. (May change with children's interests)







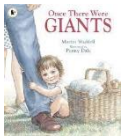


We will learn about starting school, the reason for routines and why it is important to follow the rules. To help us with this we will learn the school vision. We will explore our immediate environment and make visual representations (maps). We will learn about ourselves and our emotions, focusing on how to start again when we have made a mistake. Towards the end of the half term, we will look at natural and seasonal changes such as the trees, plants and harvest time.

Key Vocabulary

Harvest	A time of year when ripe fruit and vegetables are ready to be collected and eaten.
Autumn	One of the four seasons where leaves fall off the trees and fruits are harvested.
Past	A time that has gone by or an event that has already happened.
Rules	A set of regulations that everyone understands and follows.
Subitise	To recognise an amount without counting each individual part.
Sound and blend	Say individual sounds together to make a word.



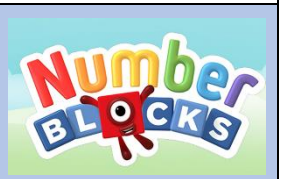
Personal, Social and Emotional Development

- What makes me special/ my special people.
- Who can help me?
- Feelings.
- Self-care and self-regulation techniques.
- Developing relationships.
- Class rules: Behavioural expectations in the class/boundaries set.

Year F
Autumn Term 1



Maths



- Subitise to 3.
- Create patterns with numbers to 4.
- Use their fingers to subitise numbers to 4.
- Sing songs involving number.
- Count to 10.
- Count objects with 1:1 correspondence.
- See that all numbers can be made of 1s.
- Understand that sets of objects can be compared according to a range of attributes (size, colour, amount...etc.).
- Use language of comparison, including 'more than; and 'fewer than.'

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Communication and Language

- Talking about family/ routines and special occasions.
- Following instructions in routines.
- Developing listening skills and phonological awareness.
- Developing social phrases e.g. 'good morning!'
- Asking why.
- Engaging in story times.

Physical Development

Further develop the skills they need to manage the school day successfully:

- Lining up and queuing, following instructions, mealtimes, personal hygiene.

Gross Motor Skills:

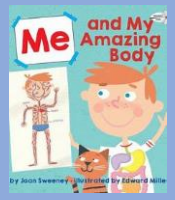
- Develop confidence with movement and skills using equipment and space outdoors.
- Learning about the body, how it moves, changes and the senses.
- Getting changed, Ball skills.

Fine Motor Skills:

- Develop and refine fine motor skills and hand eye coordination needed for writing.
- Develop a good pencil grip.

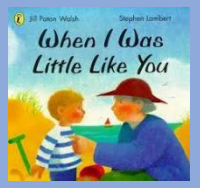
Understanding The World

- Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them.
- Begin to develop a sense of continuity and change by being able to compare characters from stories.
- Learn about themselves and special things in their own lives.
- Talk about the features of their immediate environment with visual representations e.g., around school, seating maps, nature area map and notice common signs and logos.
- Learn about the past- How has farming changed?
- RE: Being Special: Where do we belong?
- Science: Use their observations and ideas to suggest answers to questions. Animals including humans –What is this part of my body called?









Literacy

- Listen and enjoy sharing and joining in with a wide range of books, poems and songs.
- Phonics - start to learn to read and write Phase 2 Little Wandle sounds.
- Develop listening and speaking skills in a range of contexts.
- Give meaning to marks they make. Understand that thoughts can be written down.
- Start to blend known sounds to read simple regular words e.g. mum, dad.
- Write their name with a name card or try to write it from memory.
- Sequencing familiar stories through the use of pictures to tell the story.

Expressive Art and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.
- DT- Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour.
- Music- Use voices expressively and creatively (nursery rhymes) & body percussion

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Ways to support at home



- Read and share stories every day- whether it is you reading a story or listening to one together on an audio devise as this develops children's vocabulary.
- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings e.g. what fruit shall we buy? How does that story make you feel? What did you like best?
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Encourage independence – Allow your child to put their own shoes and coat on when you are going out. Encourage children to use the bathroom independently. Invite them to help you with household jobs e.g. pairing socks or laying the table.
- Noticing – this is a maths skill, when out on walks or around the house ask your child what numbers they notice. It may be 2 chairs, 3 flowers etc. The idea is to develop the noticing skill so that subitising becomes automatic.
- Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.