Year R Autumn 1 – Overview

All About Me

What makes me special?



Subject	Focus
Communication and Language	Engage in storytimes – listen and respond to stories, join in with repeated refrains and phrases, enjoy joining in with rhyme, songs and poems, understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Develop talking in clear sentences to answer questions, use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
Literacy	**Reading**: Recognise own name, begin to know that print has meaning, children show an interest in books, hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover, develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word – begin to recognise words with the same initial sound, such as money and mum. Know the difference between text and illustrations. **Shared Texts:** Chrysanthemum by Kevin Hankes, Funnybones by Janet and Allan Ahlberg, Sharing a Shell by Julia Donaldson, God Knows All About Me by Kate Toms, The Colours of Us by Karen Katz, Huge Bag of Worries by Virginia Ironside, Pete the Cat by James Dean, The Colour Monster by Anna Llenas. **Phonics**: Little Wandle Letters and Sounds Revised. Letters and Sounds taught in Autumn 1 s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r. See attached grapheme information sheets. **Reading Scheme**: Little Wandle Letters and Sounds. **Writing:** Give meaning to marks they make, write their name by copying it from a name card or try to write it from memory, draw lines and circles with some control, begin to form some recognisable letters, use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
Mathematics	Match and sort (matching pairs, sorting by 1 or more criteria), making comparisons (compare quantities - same, more than, fewer than, more, less, compare and order objects by size), recite numbers to 5 and beyond, count accurately to 5, link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5, solve real world mathematical problems with numbers up to 5, number bonds to 5.
Physical Development	Develop fine motor skills and begin to use correct pencil grip, become increasingly independent in meeting their own care needs including toileting, washing their hands, dressing and undressing, move confidently and safely. Develop gross motor skills and be able to catch and throw a ball, run around with good spatial awareness, riding the bikes/scooters.
Personal, Social and Emotional Development	Select and use activities and resources correctly, with help when needed, show more confidence in new social situations, talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried', begin to understand how others might be feeling, share and take turns with others. Talk about PANTS (NSPCC). Talk PANTS is here to help children understand their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried. https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ **Learning through play:** Playing through games **Games:** Locomotion - walking
Understanding the World	Begin to make sense of their own life-story and family's history by talking about their family, begin to develop an understanding of similarities and differences between themselves and their friends, use all their senses in hands-on exploration of natural material.
Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar, begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Sing the pitch of a tone sung by another person ('pitch match'), sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

RSHE	Children will be told the story of creation, engaging with it creatively through sound, movement and discussion. The learning aims to provide children with the language and understanding of the fundamental principle that we were created by God out of love and for love. The children will also be learning the school routines and rules to support their transition. Hello Yellow - World Mental Health Day.

RE – God's World

This half term, the children in the Reception class will be learning about God's world. Throughout this topic, the children will begin to appreciate the beauty of the world and know that God made it.

They will learn that God loves and cares for each one of us and reflect on this. They will hear about and respond to the things God created for us.

They will know that God has asked us to care for the world and think of ways in which we can help to do it.

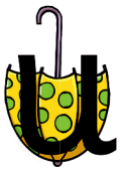
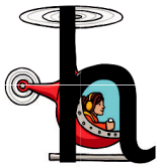
At home, you could help your children by:
• looking at pictures of animals and plants and talking about how special creation is.
• encourage them to notice different parts of God's wonderful creation and think of ways to care for the world.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 snake	Show your teeth and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.
	 astronaut	Open your mouth wide and make the '**a**' sound at the bac of your mouth **a a a**	Around the astronaut's helmet, and down into space.
	 tiger	Open your lips; put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
	 penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's bac , up and round its head.
	 iguana	pull your lips bac and ma e the '**i**' sound at the bac of your mouth **i i i**	Down the iguana's body, then draw a dot [on the leaf] at the top.
	 net	Open your lips a bit, put your tongue behind your teeth and ma e the **nnnnn** sound **nnnnn**	Down the stick , up and over the net.
	 mouse	Put your lips together and ma e the **mmmmm** sound **mmmmm**	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 duck	Put your tongue to the top and front of your mouth and ma e a quick **d** sound **d d d**	Round the duck 's body, up to its head and down to its feet.
	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and bac of your mouth and push your tongue down and forward to ma e the sound **g g g**	Round the goat's face, up to his ear; down and curl under his chin.
	 octopus	Ma e your mouth into round shape and say **o o o**	All around the octopus.
	 cat	Open your mouth into a little smile, ma e your tongue flat and move it up towards the top of your mouth to say **c c c**	Curl around the cat.
	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say	Down the kite, up and across, back and down to the corner.
	 sock	Open your mouth into a little smile, ma e your tongue flat and move it up towards the top of your mouth to say **c c c**	Curl round the heel of the sock . Down the sock , up and round, back and down and to the corner. **Catchphrase:** Rock that sock!
	 elephant	Open your mouth wide and say **e e e**	Around the elephant's eye and down its turn.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 umbrella	Open your mouth wide and say **u u u**	Down and around the umbrella, stop at the top and down to the bottom and flick
	 rainbow	Show me your teeth to make a **rrrr** sound **rrrrr rrrrr**	From the cloud to the ground, up the arch and over the rainbow.
	 helicopter	Open your mouth and breathe out sharply **h h h**	Down, up and over the helicopter
	 bear	Put your lips together and say **b** as you open them **b b b**	Down bear's back, up and round his big tummy.
	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to ma e the sound **ffffff** **ffffff**	Down the flamingo's neck, all the way to its foot, then across its wings.
	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press **llll llll**	All the way down the lollipop.

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