

## Reception Topic Planning

Date: Autumn 1	Topic: What makes me special?
Key Learning Objectives:	Assessment for Learning:
<p><b>PSED</b>            See themselves as a valuable individual            Build constructive and respectful relationships.            Manage their own needs</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• talk about the things that make me special</li> <li>• tell a grown up if I am happy or sad</li> <li>• tell a grown up if I need something</li> <li>• name the friends in my class</li> </ul>
<p><b>CLL</b>            Understand how to listen carefully and why listening is important.            Learn new vocabulary            Connect one idea or action to another using a range of connectives.            Develop social phrases            Engage in story times            Listen to and talk about stories to build familiarity and understanding.            Listen carefully to rhymes and songs, paying attention to how they sound.            Engage in non-fiction books.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• name the 'gimme 5' items from carpet time</li> <li>• listen to a story with a group of my friends</li> <li>• answer a simple recall question about a story</li> <li>• join in with known nursery rhymes in class</li> <li>• show I am listening in class</li> </ul>
<p><b>PD</b>            Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions            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.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• choose which hand I would like to write with</li> <li>• attempt to hold a pencil correctly when helped</li> <li>• attempt to use scissors independently</li> <li>• jump with two feet</li> <li>• hop on one leg</li> </ul>
<p><b>Literacy</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.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• recognise my own name</li> <li>• recognise up to 5 set 1 sounds</li> </ul>

<p>Begin to form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s</p>	<ul style="list-style-type: none"> <li>• listen to three sounds and tell you which word they create</li> <li>• sort objects beginning with their initial sound</li> <li>• copy over letter shapes to write my name</li> </ul>
<p><b>Mathematical Development</b> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Continue, copy and create repeating patterns. Begin to order items by length, weight and capacity.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• count up to 5 objects</li> <li>• recognise numerals to 3 confidently</li> <li>• match objects and numerals to 5</li> <li>• recognise different representations 1, 2 and 3</li> <li>• copy 2 colour repeating patterns with support</li> <li>• recognise patterns in my environment</li> <li>• know items can be ordered in different ways (length, height and capacity).</li> </ul>
<p><b>KUW</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• tell you who is in my family</li> <li>• talk about where I live</li> <li>• draw an image of my house and tells you lives there</li> <li>• tell you my favourite place in Amble</li> </ul>
<p><b>EA&amp;D</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>I can...</p> <ul style="list-style-type: none"> <li>• use paint, pencils and playdough to create an image of myself</li> <li>• use the home corner to retell stories</li> <li>• tell you if I like or dislike a song</li> <li>• use playdough to represent my ideas in play</li> </ul>

