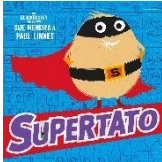
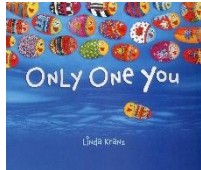
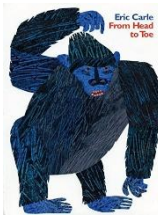


Term: Autumn 2026		Year: Reception	Topics: What makes me unique?/I wonder how to be a hero?
Mathematics	English	Phonics	
To begin with in mathematics we will explore the numbers 1-10. We will learn to match objects to numerals and how to subitise numbers. We will also explore patterns, grouping, sequencing and categorising objects according to their colour, shape and size. In term 2 we will learn more about representing numbers and counting quantities. We will explore 2D shapes and positional language. The children will also begin to develop an understanding of time through night and day. The children will explore maths in the world around them and embed their learning through our daily routine. This will include: • One to one correspondence • Cardinality/counting to 10 • Composition of numbers to 10 • Number rhymes and games • Identifying 1 more and 1 less • Exploring patterns in different contexts • Sorting/grouping/categorising objects • Conceptual subitising • Daily routines and timetable • Daily calendar time • Using tokens to vote for our daily story	Writing The children will develop their gross and fine motor skills through daily activities and challenges available throughout the provision. This will enable them to begin holding and using writing tools when they are ready. They will explore and experiment with mark making through all sorts of play based activities. They will start to form the letters taught in phonics with growing accuracy. They will also start to write their name when they are ready. Reading This term the children will be learning how to join in with repeated refrains in stories e.g. ‘I can do it too!’ from the book <i>From Head to Toe</i>. They will start to re-tell familiar stories in sequence using props like puppets or pictures to help them. They will also start to make simple predictions about what might happen next in stories by starting their sentence with stems like ‘I think...’ We will focus on building new vocabulary from stories including words like ‘unique’, ‘community’ and ‘hero’. They will also start to make links between stories or non-fiction texts and their own experiences. Communication and Language We provide a language rich environment and opportunities for the children to discuss their thoughts and ideas in small groups, whole class and 1:1 activities. Our aim is to build their confidence, fluency and vocabulary through whole class story times, circle time, wow work time, show and tell, talk partners, roleplay, Makaton signs and child led learning opportunities. We will also encourage them to listen attentively in small groups and follow instructions. Key Dates • Individual Pupil Photograph Day – Tuesday 22nd September • Pebble laying ceremony – Tuesday 13th October 2.45 – 3 p.m in the garden • Parent teacher consultations – 21st and 22nd October • Half Term – Monday 26th – 30th October • Staff training days – Monday 2nd November and Friday 27th November – No pupils in school on these days • Phonics information evening – Tuesday 3rd November– 5 – 6 p.m in Hedgehog class (adults only). Please come along if you can, this is an important first step to helping your child read. • Week commencing 9th November - Phonics drop in sessions all week from 9.15 – 9.45 (a chance to sign up at the information evening). • Non uniform day – Friday 20th November • Christmas Nativity performances – Tuesday 15th December 9.30 a.m and Wednesday 16th December 2.30 p.m • Christmas jumper day and meal – Thursday 17th December • Last day of term – Friday 18th December	The children will work through phase 1 which consists of environmental sounds, instrumental sounds, rhythm and rhyme and alliteration. The children will then start to learn phase 2 sounds and common exception words. Term 1 will be: <i>s/a/t/i/p/n/m/d/g/o</i> and the common exception words <i>I/thel/go/to</i> Term 2 will be: <i>c/k/ck/el/w/r/h/b/f/jff/l/l/ss</i> and the common exception words <i>no/into</i> We will apply these sounds to help read and spell CVC words such as ‘mat’. The Phonics scheme we will be using is called ‘Rocket Phonics’. Please find out more here: Parent guide Key Texts We will be reading and role-playing lots of exciting stories this term (including fiction and non-fiction). We will have a book of the week which much of our learning will focus on. Here are just some of the texts we will enjoy together: <i>The Colour Monster, From Head to Toe, Only One You, Rainbow Fish, The Great Big Book of Families, Wide Awake Hedgehog, Elmer, Superworm, Supertato, Superkid, and various non-fiction books about people who help us.</i> 	

How to help at home	Personal, Social and Emotional Development	Knowledge and Understanding of the World
Please support your child with their weekly home learning tasks (these will be outlined in our weekly newsletter each week) and regular reading when they eventually get a book as it really does make a difference to their progress and confidence. It is important to read a variety of stories each day to develop pleasure for reading and to expose them to a rich and varied vocabulary. It is also important to revisit your child's school reading book several times each week to increase fluency, comprehension and confidence. Tasks for each week: • Daily reading • Phonics home learning • Completing the 'Show and Tell' sheet when it is your child's special day • Encouraging independence in all areas (dressing, toileting, eating, etc) • Giving them opportunities to apply maths in 'real-life' situations such as spending money at a shop.	In the first half term we will focus on ensuring the children are settled, secure and confident in their new environment. We will do a lot of work on our emotions. The children will learn to name familiar emotions (happy, sad, angry, scared) and recognise their own feelings. We will also introduce the 6 Cs that make up our school values. In reception our school values are simplified by referring to their associated animal – Creative chameleon (creativity) Helpful hedgehog (collaboration) Worldly whale (citizenship) Chatty chimp (communication) Persevering parrot (character) Analysing alligator (critical thinking) You may hear your children talking about these animals or they may even come home with a sticker to tell you they have demonstrated one of our values at school that day. It is also important in the first term to establish and get used to our rules and routines. The children will begin to follow classroom routines with the support of our visual timetable and the adults. They will be encouraged to carry out some personal care tasks independently (coat, shoes, going to the toilet). We will also focus on building relationships with each other and playing alongside others with growing confidence. We will practice using simple social phrases like 'please, thank you, can I join in?' We will encourage the children to take turns and share with others.	The children will be learning about themselves and the world around them including their bodies, senses, families and homes. They will learn about the people in the community who help us. The children will celebrate the differences between themselves and others and explore the natural world around them through observation, discussion, stories, our daily calendar and Forest School sessions. We will also explore celebrations such as Bonfire Night, Remembrance Day, Diwali and Christmas.
Expressive Arts and Design	Physical Development	
Being imaginative and expressive –The children will explore small world play and engage in role play both indoors and outside. We will enjoy songs, dances and nursery rhymes. The children will have access to musical instruments where they can explore and engage in music making. Creating with materials – The children will learn to safely use and explore a variety of materials, tools and techniques. They will experiment with colour, design, texture and form, such as using natural resources and construction materials. Through our continuous provision the children also have daily access to a wide range of art and craft resources to express their own ideas.	Physical development, both gross and fine motor, will be promoted through: • Drawing, painting and junk modelling (independent use of the creative area) • Mark making/letter formation • Small and large construction equipment • Funky fingers and dough disco • Flipper flappers for number formation • Forest School sessions • P.E - fundamental movement skills and dance • Outdoor learning	