



Topic Map: Reception Term: Autumn 1

TITLE: Ourselves and Families



Expressive Arts and Design

- Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form, function.
- Sing songs, make music and dance, and experiment with ways of changing them.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Understanding the World

- Talk about past and present events in their own lives and in the lives of family members.
- Make observations of animals and plants and explain why some things occur, and talk about changes.
- Know about similarities and differences in relation to places, objects, materials and living things.
- Talk about features of their own immediate environment and how environments might vary from one another.
- Use ICT hardware to interact with age-appropriate computer software.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

R.E – Myself

Explore

- Develop understanding of first and family names.

Reveal

- God knows and loves each one. God knows each person's name.
- God knows and loves each person.

Respond

Ask the children if there is anything they wonder about

- Each one's name is important.
- I am special and have a special name.
- God loves me and knows my name.
- God loves everyone.

Provide the opportunity for the children to remember

- I have a family name.
- God knows everyone by name.
- Everyone is precious to God



Music

- Explore instruments of the Orchestra

Children will be using a range of percussion instruments to develop their music skills.

Mandarin

- Children will be learning mandarin greetings; how to say my name is and numbers 0-10.

Wow Experiences

- Visitor (Mum and Baby)



Class Books

- My Brother by Anthony Browne
- My Dad by Anthony Browne
- My Grandpa is Amazing by Nick Butterworth
- All Kinds of Families by Mary Ann Hobermann and Mark Boutavant
- My Mum and Dad Make Me Laugh by Nick Sharratt
- Grandad's Garden by Matt Simpson
- Zagazoo by Quentin Blake
- You're All Animals by Nicholas Allen
- Titch by Pat Hutchins
- All About You by Lawrence & Catherine Anholt
- The Three Little Pigs by Hans Christine Anderson & Bernadette Watts
- Super Dooper Jezebel by Tony Ross

Physical Development

Moving and Handling

- Provide time and space to enjoy energetic play daily.
- Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.
- Practise movement skills through games with beanbags, cones, balls and hoops.
- Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.

Health and self-care

- Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to.
- Plan so that children can be active in a range of ways, including while using a wheelchair.
- Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life.

Mathematics

- Recite numbers to 10, then 20.
- Say and use number in songs, rhymes and stories.
- Count up to objects to 10 in a line, or by moving them.
- Count out up to 10 objects from a larger set (know when to stop!).
- Begin to match numerals to the number in a set.
- Order numerals to 10.
- Describe the shape and size of shapes.
- Name circles, squares and triangles.
- Describe position.
- Continue a repeating pattern with two colours/shapes/objects.
- Rehearse counting to 20 as you do patterns.
- Count on from any number to 10.
- Say the next number (i.e. say the number after a given number up to 10 without counting from 1).
- Find different ways to partition sets of five objects - Read the corresponding addition.
- Early subtraction – Guess how many are hiding.

Literacy

Reading

- Tell a story together; recognise a traditional tale and together narrate it.
- Listen with attention to story/ relate to own experience.
- Listen with attention to a story; make predictions, discuss what happens, referring to text.
- Sound out words to write them in a list.
- Distinguish fiction from fact in stories.
- Read a non-fiction text, note its features.
- Understand the difference between fact and fiction.
- Read factual sentences.
- Read a poem, then shared write a couplet.
- Listen to poems with care & attention, note the language. Write onomatopoeic words.
- Listen to harder poems. Discuss new words & find out their meanings.

Writing

- Write own name and labels for items.
- Write a comparison, think of imaginative ideas.
- Plan their own writing based on a familiar story.
- Plan own writing; discuss ideas and sound out words..
- Write a notice together using appropriate form and style.
- Read a sentence, remove words, and write replacement words that make sense.
- Begin to sequence own version of a familiar story.
- Plan own story using a familiar structure / begin to write this together.
- Write facts in simple sentences.
- Read a non-fiction book & note features, e.g. index, contents.
- Shared write using phonics.

Personal, Social and Emotional Development

Different Families /Family Times

- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Confidence, Independence and Self-reliance

- Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity.
- Confident to speak in a familiar group, talk about their ideas.
- Work as part of a group.
- Say when they do or don't need help.
- Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences.
- Play co-operatively, taking turns with others.
- Adjust their behaviour to different situations, and take changes of routine in their stride.

Stay safe

- Say when they do or don't need help.
- Work as part of a group or class, and understand and follow the rules.
- Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.

Communication and Language

Speaking and listening

- Talk about own families/listen to others.
- Discuss roles within a family – express opinions.
- Express own opinions and listen to those of others/ take part.
- Discuss a story & relate to own experience.
- Re-read stories, give reasons for preferences.
- Listen with attention, gain information from texts.
- Speak clearly, give opinions/reasons.
- Listen with attention to a poem, then learn a repetitive rhyme off by heart.
- Listen to a poem, then relate to own experience. Use imagination in generating ideas.