



# AutumnTerm

# Reception

## Festivals/Celebrations

Harvest  
Halloween  
Bonfire night  
Christmas



## Key Vocabulary

Body, face, senses, hearing, sight, taste, smell, touch, feelings, sad, happy, worried, changes, new experiences, families, home, chronistics of learning, Autumn, signs, Big, small, forest, wood, around, over, though,

question, stomping, gigantic, swirling, footprint, prickles, fur, claws, hot, sweet, hibernate, caves, hunt, dens, brown bear, grizzly bear, polar bear. Snake, owl, fox, logs, nest, camping

adventure, map.

## Physical Development

Confidently use a range of large apparatus indoors and outside, alone and in a group.

Experiment in moving in different ways-rolling, walking, running, skipping, crawling, jumping, hopping and climbing.

Be aware of people around them.

Work together safely to move equipment safely such as planks, crates and large blocks outside.

Draw lines and circles using anti-clockwise movements.

Write their name.

Make snips with scissors.

Use a fork and spoon to eat with and begin to use a knife.

## This term we are learning about

How do trees change in Autumn?

What does it feel like in the woods?

Who lives in the woods?

Can you match the animal to their home?

What different types of bears are there?

What do you know about bears?

Do you recognise these foot prints/tracks?

What stories are set in the woods?

Can you make a map of your adventure?

Can you make a den?

Why do we give presents?

How do you celebrate Christmas?

## Communication and Language

Look at and listen carefully to the person they are speaking to.

Begin to learn new vocabulary .

Wait for their turn to speak and respond appropriately .

Speak in a full sentence using the correct tense

## Curriculum Prime Areas

## Personal, Social and Emotional Development

Follow simple one step instructions e.g. time to tidy your area.

Able to separate from their main carer happily and come into school independently.

Can take coat on and off and hang it up on their own peg.

Learn and follow the school rules and routines such as lunchtime, outdoors, in the classroom.

Can communicate their need to go to the toilet, or when asking for help.

### **Literacy**

Write some letters from their name from memory.  
Copy write their Christian name and begin to write it from memory.  
Read individual letters by saying the sounds for them - s, a, t, p, I, n, m, d, g, o,  
Hears and says the initial sound heard in a word  
Listen to stories and sing nursery rhymes

### **Mathematic**

Recognise and name numbers 0 to 5 - when not in order  
Counting, 1:1 correspondence to 5 -  
Use language such as big, little, small, long short, heavy light. Explore concepts in continuous provision  
Recognise and copy simple patterns  
Join in with number rhymes

### **Understanding of the World**

Look at a personal family photograph of a familiar event including themselves and describe the situation and people it shows  
Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class.  
Observe changes in seasons

### **Expression, Art and Design**

Create pictures and models using a range of resources from their own ideas  
Be able to talk about what they have made and why they have made it  
Explore a range of materials in their environment and make things with these, describing why they have chosen what they have chosen.  
Know the difference between singing and shouting  
Join in and perform nursery rhymes

### **How can you help?**

Encourage your child to put their own shoes and coat on.  
Name parts of their body.  
Talk about the signs of Autumn.  
Encourage your child to write some letters in their name.  
Practise reading their name.  
Share and talk about their reading book .

