What's in my World?

Autumn 1 – Reception



Personal, Social and Emotional Development

- To be confident to talk to adults and peers in my new classroom
- To be aware of how to be a good citizen and care for the people in my community and the world
 - To follow the expectations of the classroom
 - To be able to talk about my feelings in my new environment
- To express my ideas, views and opinions on issues in my local community and those in the world (age appropriate)
 - · To know how to keep myself safe

Physical Development

- To develop my scissor skills through a range of adult led and independent activities
- To develop my pencil grip and control through dough disco and other malleable based activities
 - To be able to put on and remove my coat independently and be able to use the zips on this
- To take part in PE sessions to develop my physical skills and posture when sitting
- To be able to feed myself independently at snack and lunch time

VOCABULARY

Mathematics 67890

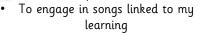
- To recite numbers to at least 10
- To be able to order numbers 1-5 (at least)
- · To be able to match objects to the correct number
 - To be able to form numbers
- To be able to experiment with mathematical symbols involved in number sentences
- To understand the value of numbers and explain this to an adult
 - To solve real world mathematical problems with numbers to at least 5
 - To match, sort and compare amounts
 - To compare size, mass and capacity
 - To explore pattern
 - To represent 1, 2 & 3
 - To compare 1, 2 & 3

Understanding the World

- To talk about what I see on a map of my local community, a map of the UK or a map of the world
- To identify where I live and were I was born
- To be able to care for and respect my community and my natural environment, including creatures within
- To understand that everyone is unique and different
- · To be able to talk about members of my family and community
 - To explore the world around me and my local community using my senses
 - To compare different environments
 - To discuss the changing seasons in my world

Expressive Arts and Design

- To explore emotions through painting and drawing including work around colours
 - To create a range of small worlds including replicas of buildings from my local community and those famous around the world
 - To choose what materials I need to create buildings, collages and pictures





Communication and Language

- To listen and share ideas in groups time about local and global issues
- To begin to understand that I may have a different opinion to others and be able to debate this
 - To be able to take turns in a conversation and listen to others
- · To listen attentively to stories and be able to discuss what has happened
- To expand my vocabulary linked to the world I live in
- To use the new vocabulary I learn in my play and everyday experiences
- · To enjoy learning new songs and rhymes

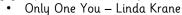
Vocabulary

PSED - Friend, friendship, expectation, rule, routine, view, opinions, tacas, works, community, story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end LITERACY - pencil, grip, control, letter name, letter sound, formation rhymes,

MATHS - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, equal **ART** – emotion, happy, sad, worried, excited, angry, small world, community, buildings, statues, landmarks, material, process, skill **UW** – Family, friend, Mammy, Daddy, brother, sister, Gran/Nana, Grandad, Aunt, Uncle, cousin, the world, environment, tree, leaves, sky,

Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...





- On the Way Home Jill Murphy Our Class is a Family – Shannon Olsen
- · This is our House Michael Rosen
 - Babies Around the World Puck • Whoever you are - Mem Fox
- Around the World we go Margaret Wise Brown
 - We all sing with same voice J. Philip Miller

Around the World in a Bathtub; Bathing all over the World – Wade Bradford







Literacy

- To be able to write my name independently (more able children)
 - To represent some of my name (lower ability)
- To write letter sounds to represent names and words (e.g., M for Mammy)
 - To be able to form letters they know
 - To retell what happens in stories
 - To communicate meaning using pictures and letters
 - * To enjoy making marks independently in a range of medias

Nursery Rhymes, Songs and Poems

All rhymes can be found on... https://www.bbc.co.uk/teach/school-radio/nurseru-rhymes-

- Down in the Jungle • I hear Thunder
- I can sing a rainbow
- It's raining, it's pouring
- The North Wind doth Blow
- We're Marching in our wellingtons
 - Yellow Bird

Songs from Around the World

Phonics

- To review Set 1 sounds and be able to identify letter sounds
- To be able to develop formation of letter shapes in Set 1
 - To identify the word my t orally blends

Child Led Projects and Provocations





Me and my relationships Me and my special people My feeling



- Talk about similarities and differences.
- Name special people in their lives.
 - · Describe different feelings.
- · Identify who can help if they are sad, worried or scared.
- Identify ways to help others or themselves if they are sad or worried
 - Talk about the important people in their lives.
 - Understand that we have different special people.
 - Name key people outside of families that care for them.

VOCABULARY

Key words to develop with children...

CHILD LED LINES OF ENQUIRY TO **EXPLORE**

Children have shown an interest in...

KEY TEXTS

Stories to support learning and vocabulary...