

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



12345
67890

Mathematics

- 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 where I was born
- To be able to care for and respect my community and my natural environment, including creatures within this
- 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
- To engage in songs linked to my learning



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, ideas, world, community, citizen

STORIES – 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, Mummy, 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...



- Only One You – Linda Krane
- What a Wonderful World – Bob Thiele
- 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

Nursery Rhymes, Songs and Poems

All rhymes can be found on...

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

- 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

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

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...er orally blends



Child Led Projects and Provocations



Me and my relationships
Me and my special people
My feeling

RSE

- 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...