

Context for Learning - Reception

Autumn 1

Topic: All about me/ my new school.

RE	<p>Topic - God's world</p> <p>Listen to and talk about the creation story.</p> <p>Using a variety of materials, tools and techniques to express religious stories.</p> <p>Ask questions about area of study and recognise that some questions are difficult to answer.</p> <p>Learning how to pray together and bless ourselves.</p>
Personal, Social and Emotional	<p>Developing independence around the classroom and wider school.</p> <p>Encouraging children to be able to ask an adult when unsure of something.</p> <p>Supporting children with transition/settling</p> <p>Focus on self-help skills - dressing/toilet</p> <p>Establish routines for the children</p> <p>Help children to make new friends</p> <p>Develop familiarity with staff</p>
Communication and language	<p>Providing opportunities for children to talk to adults and other children about themselves and their families.</p> <p>Developing attention and listening skills during whole class sessions and small group activities.</p> <p>Encouraging children to follow new class /school instructions and rules.</p> <p>Modelling and encouraging correct grammar and the use of other's names when speaking to them.</p> <p>Encouraging good manners.</p>
Physical	<p>Playing games to develop co-operation such as throwing and catching.</p> <p>Developing gross motor skills by using the climbing equipment, the large construction materials outside, regular PE sessions and outdoor activities.</p> <p>Develop fine motor skills and correct pencil grip through 'dough disco' and other fine motor skills activities.</p> <p>Developing independence when dressing / undressing/ toileting.</p> <p>Developing awareness of body parts.</p>
Literacy	<p>Recognise, read, write own name.</p> <p>Regularly share and enjoy books at home and at school and lots of opportunities to discuss stories in school.</p>

	<p>Children to have opportunities for meaningful mark-making (e.g. role-play area, writing area to be stocked with post-it notes, notepads etc.</p> <p>Begin to learn the speed set 1 sounds through the read write inc scheme.</p> <p>Begin to develop blending and segmenting skills.</p>
Mathematics	<p>Develop a repertoire of number rhymes and songs.</p> <p>Number recognition up to 10.</p> <p>Local number walk.</p> <p>Activities related to measuring / comparing - tallest, shortest, comparing feet sizes.</p> <p>Children to recognise, order and count to 10.</p> <p>Develop knowledge of numicon.</p> <p>Developing knowledge of 2D shapes.</p>
Understanding the world	<p>Children to become familiar with their new class/school.</p> <p>Local walk to identify numbers/visit upper school/library.</p> <p>Developing an understanding of similarities and differences between each other - appearances, families, homes.</p> <p>Children to talk about important events in their lives - opportunities to use PC, ipad etc.</p>
Expressive arts and design	<p>Children to develop a range of new songs and rhymes -morning song, days of week, body parts etc.</p> <p>Use a range of materials to make self-portraits/hand and foot prints.</p> <p>Children to have access to range of materials at creative table and outside.</p> <p>Take part in regular singing/music sessions.</p> <p>Children to have regular access to malleable materials such as playdough/sand etc.</p>

Autumn 2 - Celebrations around the world

Spring 1 - Winter animals/habitats

Spring 2 - New life

Summer 1 - Growing

Summer 2 - Healthy living