

## Personal Social Emotional De-

Children understand that their own actions affect others. They recognise issues and try to resolve them, beginning to negotiate and express opinions rather than automatically turning to adult support. Children are confident to speak to others about own wants, needs, interests and opinions.



## Literacy

Children recognise phase 2 sounds and use them in their writing. They are beginning to sound out and blend CVC words from own voice through word and picture match. They recognise phase 2 and 3 tricky words and apply this when reading sentences in own reader. They begin to use their phonic knowledge to write small CVC words related to the topic.



## Understanding the World

Children know some of the things that make them unique and can talk about similarities and differences. Children comment and ask questions about aspects of their familiar world such as the place where they live. Children explore celebrations including, Chinese New Year, Diwali and Christmas.



## EYFS: RECEPTION

'We're going on a bear hunt'

AUTUMN TERM 2

2023-24

## Physical Develop-

Children are involved in fine motor interventions, focusing on pencil control and dough gym to develop hand muscles, with weekly letter formation. Children to take part in a range of games that develop spatial awareness and control; exploring ways of moving at different levels. The children will then apply these different ways of moving to different parts of the story 'We're going on a bear hunt'.



## Communication and Language

Children follow instructions for routes to follow on Welly Walks / guide each other on a Bear Hunt.

Children to be supported and guided with the use of 'how' and 'why' questions when reading 1:1 and when looking at key texts children are familiar with.

Children follow bear stories without pictures or prompts and are encouraged to recall key things and answer questions.

Children also retell We're Going on A Bear Hunt and the Christmas Story through role play and small world introducing a storyline or narrative.



## Mathematics

Children recognise numerals 1 to 5.

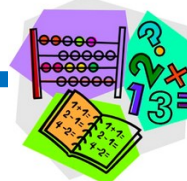
Children count objects to 10, and are beginning to count beyond 10.

Children count out up to six objects from a larger group.

Children can describe their relative position such as 'behind' or 'next to'.

Children select a particular named shape

Children order three items by height or weight



## Expressive Art and De-

Children begin to build a repertoire of songs and dances creating movements to music.

Children construct with a purpose in mind, using a variety of resources and begin to develop their ideas.

Children paint, draw and make representations of themselves, people and objects using colours for a specific purpose.

