

Reception Autumn 2 -Our Helping Heroes
(With reference to skills as set out in the Development Matters statements 30-50 M 40-60+M)
(For RE reference to skills as set out in the age related standards for Primary Religious Education)

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Personal, Social and Emotional Development

- Children given opportunities to talk about their families and people who help them in their homes (family members and friends) *Self Confidence* 4,5,6 1
- Children given free access to all resources encouraging them to self select during child initiated learning. *Self Confidence* 1 2 3 *Making Relationships* 1 2 3
- Children to review their learning on a weekly basis and to identify strengths and areas that they would like to develop. *Self Confidence* 1 2 3 2
- Give the children opportunities to follow up their interests in aspects of the topic and to take their learning forward. *Self Confidence* 1 2 3 2
- Enable children to describe their preferences and opinions in a range of contexts. *Self Confidence* 1 2 3 2
- Allow the children the opportunity to display how they can help and care for others in a range of contexts within the setting. *Self Confidence* 1 2 3 2

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Communication and Language

- Adopting roles following visitors to school-children answering questions about different roles/role playing.
Speaking 5 6 7 8 9 1 2 3 4 5 Listening and Attention 1 2 1 2 Understanding 1 2 3 1 2 3
- Watching and discussing clips about the work of different people in our community. Speaking 5 6 7 8 9 1 2 3 4 5 Listening and Attention 1 2 1 2 Understanding 1 2 3 1 2 3
- Talk about 1st hand experiences that the children have had in meeting people who help us. Speaking 5 6 7 8 9 1 2 3 4 5 Listening and Attention 1 2 1 2 Understanding 1 2 3 1 2 3

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Physical Development

- Continuation of fine motor skills activities that allow the children to develop their dexterous skills and use of hand help tools and implements-pencils/scissors,tape dispensers etc... Moving and Handling 7 8 9 10 11 5 6 7 8
- Opportunities for gross motor skills development through physical play in the indoor and outdoor settings/PE lessons. Moving and Handling 1 2 3 4 5 6 Health and Self Care 2 5

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Literacy

- Mark making/writing in natural materials. Writing 1 2 1 2 4 6 7 8 9
- Use hand held implements to make marks including name writing/letter formation/simple word writing. Writing 1 2 1 2 4 6 7 8 9
- Following child's interests to stimulate mark making/writing activities.) Writing 1 2 1 2 4 6 7 8 9
- Reading stories/information books about people who help us. Reading 1 2 3 1 2 3 5
- Providing opportunities for children to record known sounds when writing about the topic. Writing 1 2 1 2 4 6 7 8 9

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Mathematics

- Continuation of practical activities linked to sorting and classifying Number 1,2,3,4,6,8,1,2,3,4,5,6,8,9,10
- Counting/developing 1-1 correspondence Number 1,2,3,4,5,6,1,2,3,4,5
- Ordinality/cardinality of numbers Number 1,2,3,4,5,6,1,2,3,4,5
- Pattern making using natural/found objects. Shape, space and measures 6,6
- Shape work developing the vocabulary of shape, space and measures. Shape, space and measures 1 2 3 4 5 6 7 1 2 3 4 5 6 9
- Maths games to consolidate number concepts using natural/found objects. Number 1,2,3,4,6,7,8,9,10,11 1,2,3,4,5,6,8,9,10
- Practical adding, subtracting ,sharing activities using natural objects Number 1 8 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
- Measuring work-linked to lollypop sticks as a standard measure. Shape, space and measures 1 3 5 7 3 4 9

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Understanding the World

- Understanding the work of people who help us. [People and Communities 1 2 3 4 5 1](#)
- Watching and discussing clips about the work of different people in our community. [People and Communities 1 2 3 4 5 1](#)
- Understanding diversity through role play opportunities allowing children to act out jobs in the community [People and Communities 1 2 3 4 5 1](#)
- Talk about 1" hand experiences that the children have had in meeting people who help us. [People and Communities 1 2 3 4 5 1](#)
- Liaising with families to engage parents in the topic [People and Communities 1 2 3 4 5 1](#)

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RE

- Listen to and talk about religious stories and respond to what is heard with relevant comments Developing Knowledge and Understanding 3-5 years
- Sing songs: make music and dance to express religious stories. Developing Knowledge and Understanding 3-5 years
- Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories. Developing Knowledge and Understanding 3-5 years
- Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play. Developing Knowledge and Understanding 3-5 years
- Answer 'how' and 'why' questions about their experiences and in response to religious stories or events. Meaning and Purpose 3-5 years
- Show sensitivity to others' needs and feelings. Beliefs and Values 3-5 years
- Talk about how they and others show feelings. Beliefs and Values 3-5 years
- Confidently speak in a familiar group and talk about their ideas. Beliefs and Values 3-5 years

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Expressive Art and Design

- Adopting roles following visitors to school-children answering questions about different roles/role playing. Exploring and Using Media and Materials 10
11,Being Imaginative 1 2 7 8 9 10 1 4 5
- Big collage work linked to people who help us-colour mixing paints, exploring materials and textures, creating artwork collaboratively Exploring and Using Media and Materials 7 8 9 10 11 12 13,3 4 5 6 7 8 9 10 Being Imaginative 1 2 7 8 9 10 1
- Junk modelling/construction work linked to making emergency service vehicles. Exploring and Using Media and Materials 10 11,Being Imaginative 1 2 7 8 9 10 1 4 5
- Exploring how to join materials in different ways (Sello tape, glue, masking tape, string etc.)
- Making sounds of emergency vehicles using different instruments) Exploring and Using Media and Materials 10 11,Being Imaginative 1 2 7 8 9 10 1 4 5
- Making clay animals for our work on Vets. Exploring and Using Media and Materials 10 11,Being Imaginative 1 2 7 8 9 10 1 4 5

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