

Personal, Social and Emotional

Development (PSED)

Settling in to school life, learning the rules, routines and expectations. Taking responsibility for their own belongings, e.g. coats, jumpers, book bags, etc. Learning the names of/starting to interact and play with their new friends. Participating in circle time – being kind to one another/setting class rules. Discussing 'Who is your friend and why?' Having a good understanding of what rights are and how rights link directly with responsibility. Understanding the importance of treating everyone with respect. Understanding our feelings and how we can manage different emotions.

Mathematics

Number

We can show 'finger numbers' up to 5. We can recognise up to 3 objects without having to count them individually (subitising). We can link numerals and amounts up to 5. We can use our own symbols to represent numbers.

Numerical Patterns

We can say one number for each item in order: 1, 2, 3, 4, 5. We can compare quantities using language: more than, fewer than, equal to. We can talk about and explore 2D and 3D shapes using informal mathematical language. Recite numbers past 5 and in order to 10

Physical Development

Developing an awareness of their own and others' space in P.E. and dance sessions. Developing independence in managing their own clothes, i.e. buttoning and unbuttoning cardigans, doing up their own coats, etc. Beginning to dress/undress for PE. Developing fine motor skills including accurate pencil grip and scissor control. Joining and connecting materials. Manipulation of tools and construction materials building with a range of materials. Using the outdoor area to develop gross motor skills. Exploring different ways of travelling- skipping, running, hopping and jumping.

Fine motor skills: using a knife and fork to eat, showing a dominant hand, forming some letters with accuracy, pick up small objects with control.

Literacy

Participating in specific literacy sessions (phonic input, guided reading, etc.)

Phonics- using Little Wandle Phonics programme (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l). Learning to recognise/read high frequency words

Sharing stories and nursery rhymes. Showing an understanding by retelling stories in their own word, discussing favourite stories and making predications and using new vocabulary.

Developing independent writing- focusing on letter formation. Mark-making, developing correct letter formation; daily practise reading captions, sentences. labels etc lists, labels, letters, postcards, shopping lists, menus, recipes.

Reception Autumn Term 1

All about Me Child led enquiries

Expressive Arts and Design

Exploring home corner and acting out roles. Perform songs, rhymes and poems as a class.

Focusing on small details through drawing and painting self and family portraits.

Using different media – paint, junk materials, pastels etc. Exploring lines and colours

Making junk models - explore a variety of joining techniques (glue, sellotape, split pins, string)

Singing songs/rhymes, making up words to familiar tunes

Use simple instruments to create music

copy and create a rhythm

Communication and Language

Recounting experiences eg from the weekend or holidays. Learn to listen and ask questions in 'show and tell'. Joining in with role-play. Introduce a storyline or narrative to play. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Join in with circle times and whole class discussions, expressing ideas and opinions. Develop the ability to form a what, when, why question. Learn rhymes, poems and songs.

Understanding of the World

Talking about who is in their family and where they are from. What languages are spoken? Where do they live? Exploring autumn/winter and seasonal changes-look at animals, plants and weather. Developing ICT skills:

Using the interactive whiteboard in class to support other areas of learning.

Thinking about 'our local area' and talking about places we have visited. Using language: town, village, city, hill, stream, river, wood, forest. Who lives in our area and what roles do they have ?

Past and Present

We can talk about what we did at home before we came to school. We understand that we belong to a family of different generations. We know that our parents had different types of toys and games to what we have today.

Natural World

We know that we have five senses. We can use one of our senses to identify / group objects.

R.E.

Learn School prayers

Take part in collective worship

Introduce the bible

Story of Creation

People Who Care for Us.