



Reception
Autumn Term 1
All About Me

	Personal, Social & Emotional Development	Physical Development	Communication and Language
	<ul style="list-style-type: none"> • Understand feelings • Learning class routines and school rules to establish a safe and happy classroom • Recognise our emotions and how to deal with them appropriately • Demonstrate friendly behaviour. • Using the toilet independently and remembering to wash our hands without being reminded • Interact and co-operate with their peers through activities, stories, singings sessions and games • Learn their classmates’ names as well as the names of the adults in their room • Form friendships with their peers 	<ul style="list-style-type: none"> • My PE Passport-Dance (Nursery Rhymes) • Dough Disco Let’s Move • Manipulates a range of tools and equipment • Putting on own coats including zipping/unzipping • Naming and identifying different parts of the body • Fine motor skill opportunities • Describing physical changes to their body linked to emotions • 	<ul style="list-style-type: none"> • Neli program • Stem sentences • Repeat sentences back to children, replacing mistakes with corrections • Discuss the things that make them unique by sharing their like and dislikes • Things that are important or special to them • Extend vocabulary through games and activities • Recreate roles and experiences in play situations
Mathematics	Literacy	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> • Place value to 5: • Composition 1,2,3,4,5 • Represent 1,2,3,4,5 • Subitise 1,2,3,4,5 • Accurate counting of sets of objects 1-5 • Compare sets 1-5 using vocab of more/fewer/most/fewest • Conceptual subitising-noticing numbers within number • Numberblocks 	<ul style="list-style-type: none"> • Recognise our own name • Handle and look at books • Retell familiar stories • Listen to a variety of stories • Learn some words by sight – the, to, I, no, go, into, • Learn to write our names • Learn Set 1 sounds in daily RWI sessions • Begin to blend the sounds we know for reading and writing words • Have opportunities for mark-making in all areas of the learning environment • Use the sounds we know to write the initial sounds of words 	<ul style="list-style-type: none"> • Our changing world- (Autumn) • Exploring the world around us • Label body parts • Senses walk • Look at their baby photos and talk about what is the same/different? • Harvest • iPads • Comparing and contrasting their home • Look at Google Earth to locate house. • Family • Look at pictures of when they were young- children to sequence these photos in chronological order. 	<ul style="list-style-type: none"> • Artist study-Bridget Riley (Looking at lines) Early Mark-making • Model painting straight lines from top to bottom vertical and diagonal (Gross motor skills) • Observational painting/ drawing of ourselves (Portraits) and our friends • Scissors skills • Collage • Junk modelling • Construction • Singing – nursery rhymes • Exploring sounds and how we make them • Rhythm and tapping their names