

Communication and Language

- Understand how to listen carefully and why listening is important. (R)
- Engage in story times.. (R)
- Listen to and talk about stories to build familiarity and understanding. (R)
- Learn new vocabulary. (R)
- Use new vocabulary through the day. (R)
- Use new vocabulary in different contexts. (R)
- Listen carefully to rhymes and songs, paying attention to how they sound. (R)
- Learn rhymes, poems and songs. (R)
- Use talk to help work out problems and organise thinking and activities (R)
- Develop social phrases. (R)

Literacy

- Develop their phonological awareness, so that they can: - spot and suggest rhymes, - count or clap syllables in a word, - recognise words with the same initial sound, (3/4Y)
- Engage in extended conversations about stories, learning new vocabulary. (3/4Y)
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. (3/4Y)
- Write some or all of their name. (3/4Y)
- Write some letters accurately. (3/4Y)
- Read individual letters by saying the sounds for them. (R)
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. (R)
- Spell words by identifying the sounds and then writing the sound with letter/s. (R)

Understanding the World

- Use all their senses in hands-on exploration of natural materials. (3/4Y)
- Explore collections of materials with similar and/or different properties. (3/4Y)
- Talk about what they see, using a wide vocabulary. (3/4Y)
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people. (3/4Y)
- Talk about members of their immediate family and community. (R)
- Name and describe people who are familiar to them. (R)
- Describe what they see, hear and feel whilst outside. (R)
- Understand the effect of changing seasons on the natural world around them. (R)

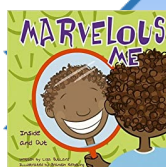
Personal Social Emotional Development

- Develop their sense of responsibility and membership of a community. (3/4Y)
- Show more confidence in new social situations. (3/4Y)
- Increasingly follow rules, understanding why they are important. (3/4Y)
- Remember rules without needing an adult to remind them. (3/4Y)
- See themselves as a valuable individual. (R)
- Build constructive and respectful relationships. (R)
- Express their feelings and consider the feelings of others. (R)
- Manage their own needs - Personal hygiene (R)
- Know and talk about the different factors that support their overall health and wellbeing: - healthy eating, - being a safe pedestrian (R)

WOW MOMENTS

My first Day at School
Harvest Week

My First Lunch at School
Autumn Walk



Reception

Autumn 1

MARVELLOUS ME

Links in Learning

In Preschool as part of their 'What about us' topic, children looked at family photos and began to explain their feelings in simple terms. In Year 1 children will go onto to learn about a variety of cultures as part of their 'Let's celebrate' topic.

Key Texts

- Marvellous Me by Lisa Bullard
- Titch by Pat Hutchins
- All kinds of People by Emma Damon
- We Are All Different (Twinkl original)
- Pants by Giles Andreae
- More Pants by Giles Andreae
- Aliens love Underpants by Claire Freedman

Non-Fiction Books about Me & My Body

Real Life Experiences

- Singing Nursery rhymes
- Autumn walk
- Harvest foods and celebrations
- Self portraits
- Hand printing
- Pattern making
- Sorting by different criteria

Physical Development

- Use one-handed tools and equipment, for example, making snips in paper with scissors. (3/4Y)
- Use a comfortable grip with good control when holding pens and pencils. (3/4Y)
- Show a preference for a dominant hand. (3/4Y)
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3/4Y)
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (R)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (R)
- Further develop the skills they need to manage the school day successfully: - lining up and queuing, - mealtimes (R)

Mathematics

- Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3/4Y)
- Discuss routes and locations, using words like 'in front of' and 'behind'. (3/4Y)
- Make comparisons between objects relating to size, length, weight and capacity. (3/4Y)
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. (3/4Y)
- Extend and create ABAB patterns – stick, leaf, stick, leaf. (3/4Y)
- Notice and correct an error in a repeating pattern. (3/4Y)
- Continue, copy and create repeating patterns. (R)
- Compare length, weight and capacity. (R)
- Count objects, actions and sounds. (R)

Expressive Arts and Design

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. (3/4Y)
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (3/4Y)
- Explore different materials freely, to develop their ideas about how to use them and what to make. (3/4Y)
- Draw with increasing complexity and detail, such as representing a face with a circle and including details. (3/4Y)
- Remember and sing entire songs. (3/4Y)
- Play instruments with increasing control to express their feelings and ideas. (3/4Y)
- Create collaboratively, sharing ideas, resources and skills. (R)
- Sing in a group or on their own, increasingly matching the pitch and following the melody. (R)
- Develop storylines in their pretend play. (R)