

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)

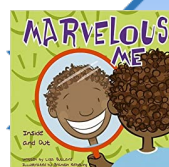
Personal Social Emotional Development

- 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
MARVELLOUS ME

Autumn 1
2022-2023

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)