

## **Communication and Language**

**Developing children's skills to listen to one another and respond using gestures and picture clues.**

**Developing children's confidence to talk to others**

**Beginning to extend vocabulary.**

**Sharing stories and learning new words**

**Retelling events from story and real life.**

**Developing early language skills in real life contexts- eg dinner times, snack times.**

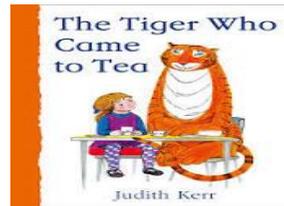
- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of

## **Expressive Arts and Design**

**Children will explore rhythm and songs, playing musical instruments to accompany themselves. They will explore different materials like paint, dough, collage materials and blocks and how they can be used mixed or joined to create pictures and models. Children will take part in role play activities**

- Sings a few familiar songs.
- Beginning to move rhythmically.
- Taps out simple repeated rhythms.
- Explores colour and how colours can be changed.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Reception - Autumn 1  
Ourselves and Our Families



- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play
- Create simple representations of events, people and objects.

## **PSED**

**Supporting children to settle into their new environment.**

**Ensuring children can access all areas of the provision confidently.**

**Modelling kind behaviour.**

**Building relationships with staff and peers.**

**Establishing behavioural expectations and supporting children with routines.**

**Establishing friendships with others.**

**Supporting children at dinner times with food choices**

- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiates conversations, attends to and takes account of what others say.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Aware of the boundaries set, and of behavioural expectations in the setting

## **Physical Development**

**Engaging in activities such as the beans game that encourage children to explore different ways of moving.**

**Using scissors with growing independence**

**Walking up and down stairs with one foot to each stair.**

**Holding pencil with two fingers and thumb and using it with control.**

**Begin to form recognisable letters.**

**Going to toilet independently and washing / drying hands**

**Dressing and undressing for PE**

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Begins to form recognisable letters.
- Usually dry and clean during the day.
- Dresses independently.

## Literacy

### **READING**

Joining in rhymes and enjoying playing with rhyme as well as continuing a rhyming pattern eg cat bat mat.

Sharing a selection of fiction stories based on ourselves and families eg Peace at Last, Whatever Next, Goldilocks and the Large Family stories

Listening to stories and predicting what might happen next.

Recognising their own name – finding own tray, cloakroom peg, name on jumper or self-registering in the mornings.

Playing games such as I – spy to support children hearing and saying initial sounds.

Play robot games so children blend sounds into words e.g 'Put on your h – a – t.

Learning letter sounds to match letters

Sharing The Tiger Who came to Tea and discussing key events and characters in the story.

Practicing name writing.

- Shows awareness of rhyme and alliteration.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words and writes own name.

### **WRITING**

Encourage children to give meaning to their marks when drawing or painting, e.g. when drawing a picture ask to talk about it and add labels such as 'Mummy' or 'car' using own marks.

Hear and say initial sounds in words and begin to write and record the letters they can hear

## Mathematics -Counting and recognising numbers up to 10

Counting up to 10 objects with 1:1 correspondance.

Reading and writing numbers up to 10. Comparing quantities.

Naming and describing 2D and 3D shapes. Comparing the size of objects. Sharing a selection of number songs using props.

One number a week activities ongoing

- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Beginning to use mathematical names for 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.
- Can say if an object is big/little

## Knowledge and Understanding of the World

Sharing home based stories

Creating tiger and tiger food pictures

Using the computers/ ipads to create simple pictures based on ourselves

Talking about our families/ special people in our lives

Drawing/ painting pictures- self- portraits/ box modelling homes

- Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Enjoys joining in with family customs and routines. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.- Can talk about some of the things they have observed such as plants, animals, natural and found objects.