
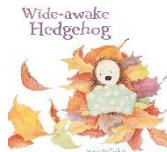
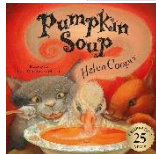

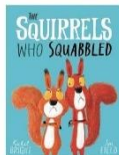
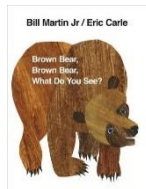
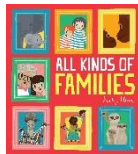
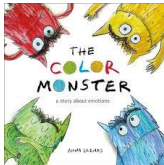


<u>Personal, social, emotional development</u>	<u>Literacy</u>	<u>Expressive art and design</u>	
Build constructive and respectful relationships Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. To focus during short whole class activities. To put on coat independently and to be able to do zip/buttons. Develop the skills required to manage a school day successfully – i.e. lining up, mealtimes.	Daily phonics – Phase 2 Unlocking Letters and Sounds Read individual letters saying the sounds for them. Read some letter groups that represent one sound and say sounds for them. Blend sounds into words so they can read short words made up of known letter sound correspondences. Read a few common exception words matched closely to the schools phonics programme Spell words by identifying the sounds and then writing the sounds with letters.	Sing familiar songs. Develop storylines in their pretend play. Paint self-portraits adding details using finer brushes. Learn safe scissor rule and practise cutting skills. To explore gluing with PVA and glue stick To explore painting with different sized brushes and colour mixing	
<u>Communication and Language</u>	<div>Reception at</div> <div></div> <div>All About Me</div> <div>Settling in and learning new routines</div> <div>Autumn 1 2024</div>		<u>Mathematics</u>
Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times and with non-fictions books. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary throughout the day.	Match, sort and compare: Match objects, sort objects and compare amounts Talk about measure and patterns. Compare size, mass and capacity. Continue, create and copy repeating patterns. Explore the composition of numbers to 5. Compare numbers to 5 Identify and name shapes with 4 sides.		
<u>Physical Development</u>	<u>Focus Texts</u>	<u>Understanding the World</u>	
Develop fine motor skills so they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons). Revise and refine the fundamental movement skills they have already acquired (walking, running, jumping, hopping and skipping). Personal hygiene -washing hands, dress/undress for both PE and the forest. Fine motor skills- Daily funky fingers and other opportunities in continuous provision	<div></div>	Talk about members of their immediate family. Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways. Visit the woods and explore. What can they see? hear? Smell? touch? Look for signs of Autumn.	