

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