

## Religious Education

***Creation and Covenant is our new unit this term and children are learning about how God made the world and everything in it.***

- The bible is a special book.
- God is love.
- God made each one of us.
- God loves each one of us as a unique person.
- God made a wonderful world and what God creates is good.
- God loves us and we are part of a family.
- God's gift of creation is a gift of love.
- We are steward's God's world

## Communication and Language

Children will develop their listening, attention and speaking skills through stories including 'The Little Red Hen' and 'The Gingerbread Man'. They will join in with repeated phrases, retell familiar parts, learn new vocabulary and talk about characters and key events.

- Maintains attention for short carpet sessions.
- Begins to understand and use key vocabulary linked to routines and topics.
- To talk in front of a small group.
- Engages in short conversations with peers and adults.
- Begins to use talk to describe familiar events and experiences.

## Personal, Social and Emotional development

Children will learn that they are special and loved by God. They will explore their own identity, begin to understand and express their emotions, build positive relationships with others, and learn to follow routines and class expectations.

- Starts to recognise and talk about own feelings (happy, sad, angry).
- Learns to wait for their turn and share with support.
- Learns and follows simple rules and routines with adult support.
- Plays alongside others and begins to take turns.
- Shows awareness of others' feelings with adult prompting.

## Maths

| Match, sort, compare                                                                                                                                                                                                     | Measure & patterns                                                                                                                                                                                     | 1,2,3                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Match objects &amp; pictures</li> <li>• Identify a set</li> <li>• Sort objects</li> <li>• Explore sorting</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> | <ul style="list-style-type: none"> <li>• Compare size</li> <li>• Compare Mass</li> <li>• Compare capacity</li> <li>• Explore simple patterns</li> <li>• Copy &amp; continue simple patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Find 1, 2 and 3</li> <li>• Subitise 1, 2 and 3</li> <li>• Represent 1, 2 and 3</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 1, 2 and 3</li> </ul> |



## Reception Autumn 1



*All about me*



## Physical development

Children will have regular opportunities within provision to develop their fine and gross motor skills, building strength, coordination and control through a range of indoor and outdoor activities.

### Fine Motor

- Developing strength and control in hands and arms through early mark making and large movement patterns (e.g. big lines, circles, waves in the air, sand and paint marks).
- Begins to copy simple shapes and patterns.
- To use a dominant hand.
- To hold scissors correctly and make snips in paper.

### Gross Motor

- Moving confidently and safely in large spaces indoors and outdoors.
- Experimenting throwing different balls.
- Beginning to develop balance and coordination through climbing, running and jumping activities.
- Showing awareness of personal space and others.

## Literacy

| Comprehension                                                                                                                                                                                                  | Word reading (phonics)                                                                                                                                                                                                             | Writing                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• To use pictures to tell stories.</li> <li>• To listen to stories read and engage in story time.</li> <li>• To answer questions about stories I have heard.</li> </ul> | <ul style="list-style-type: none"> <li>• To recognise their written name.</li> <li>• To know that letters make sounds.</li> <li>• To recognise taught Set 1 sounds .</li> <li>• To identify the initial sound in words.</li> </ul> | <ul style="list-style-type: none"> <li>• To copy letter shapes which are familiar to them</li> <li>• To begin to form some letters from their name.</li> <li>• To use pictures and marks to convey meaning.</li> </ul> |

## Understanding the World

Children will develop an understanding of themselves, their families and their local community, noticing similarities, differences and how they have changed over time. They will learn about important people, places and cultures through stories and experiences. Through outdoor exploration, children will observe seasonal changes, use their senses and begin to describe the natural world around them.

- Talks about themselves and their family.
- Begins to understand that the past is something that has already happened ("when I was a baby...").
- Identify how they have changed from when they were a baby.
- Recognises similarities and differences between themselves and others.
- Listens to stories about events in the past (about themselves).
- Begins to understand that people live in different kinds of homes and places.
- Observes seasonal changes in Autumn.
- Begins to notice and describe features of the natural world

## Expressive Arts and Design

Children will explore a range of materials, tools and creative techniques to express their ideas and develop their imagination. They will enjoy drawing, painting, colour mixing and creating their own representations. Through songs, music and role-play, children will build confidence in expressing their ideas, experiences and feelings.

- Experiments with different materials, textures and tools.
- Learns how to safely use and care for creative tools (scissors, glue sticks, paintbrushes).
- Engages in simple pretend play and role-play based on own experiences.
- Joins in with songs, rhymes and familiar dances.