Communication, Language and Literacy.

- Texts being used:
  My Mum and Dad make me laugh
  My brother
  Only one you
- Songs and Rhymes being used:
  A variety of traditional nursery rhymes and songs

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Use words and/or gestures.
- Read a few common exception words. matched to the school's phonic programme.
- Form lower-case and capital letters correctly.
- Begin to distinguish sounds using Red Rose Phonic scheme.
- Read individual letters by saying the sounds for them.
- Begin to recognise/trace/copy/ write own name.

Physical Development.

- Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Further develop the skills they need to manage the school day successfully such as lining up and queuing and mealtimes.

Reception
Aut 1
All About Me

Mathematical Development.

- Daily counting - rote count from 1 -20 forwards and backwards. Understand that counting is to find out how many. Use one to one correspondence when counting. Understand the last number said is the number in the set.
- Count up to 5 (10) objects, pictures, sounds and actions
- Match number cards to numbers and/or amounts
- Use size language big/small to differentiate objects/toys
- Look at shapes try to match and name them – circle, square
- Begin to recognise how the shapes are the same/different
- Draw squares and circles
- Look at the similarities and differences of 2 groups of objects – how are they different, which group has more...
- Sort groups by colour –primary colours

Personal, Social and Emotional Development.

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- See themselves as a valuable individual.
- Think about the perspectives of others.
- Manage their own needs: Personal hygiene

This is an area we will promote and work a lot on over the first term in Reception. We will promote a happy learning environment through model play, circle time, listening activities, small group tasks and 1-1 key worker time.

Understanding the World.

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Talk about self and immediate family in circle time
- 'I am special' unit in RE - we are all unique and special, and God loves us

Expressive Art and Design.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.