

Reception Autumn Term

Physical Development

What we want the children to know

The difference between toys and tools
Know and name some simple jumps (e.g star jump, 2 feet stationary, dynamic)

What we want the children to know how to do

Use hammers and tools effectively
Stack, aligning, balancing with magnetic joints
Join and separate small construction kit components by clicking and twisting.
Dig with trowels and hand forks
Can thread, peg, and sew on cards with growing independence
Cut and turn along outlines with developing accuracy
Participate in hand action songs
Knows how to move safely in a large space, negotiating obstacles
Travel in different ways with control and coordination.
Cuts some foods with a knife and fork with growing independence
Use squashing techniques including rolling pins to achieve desired effects.
Jump in different ways (forwards, sideways, stationary, dynamic)
Imitates adult drawing to create a simple representation
Take off and put on own coat
Take off /put on own shoes

Literacy

What we want the children to know

We can use letters in order to communicate meaning (simple CVC words)

To know 'ditties' for writing some letters.

Know set 1 sounds and digraphs (sh, ch, th, nk, ng)

Memorise more complex action rhymes and nursery rhymes.

Know all letters by sound and write them down

What we want the children to know how to do

Can sequence events from a familiar story with a degree of independence

Grasp and use a wider range of structures in books and use these to aid participation (eg, recognising when parts of a story repeat).

Look for cues in illustrations

Perform more complex action rhymes and nursery rhymes.

Use some letters in sequence to convey meaning, including CVC words.

Break speech into words when writing with an adult.

Form some recognisable letters correctly during adult modelled sessions.

Write labels, lists and captions with support.

Know how to segment sounds in CV/CVC words

Know how to blend sounds in CV/CVC/CCVC words

Communication and Language

What we want the children to know

Know vocabulary How? And Why?
Recall and define specialist vocabulary for the half term
Know that you take turns in conversation, play and games

What we want the children to know how to do

Secure agreed rules for conversational turn taking in small and larger groups.
Ask questions to find out more
Formulate and respond to "Why?" and "How?" questions in response to familiar texts or situations.
Follow two step instructions.

Maths

What we want the children to know

Count forwards to 10 demonstrating the stable order principle

Names the number after and counting on from a given number.

Count sets of objects or actions, demonstrating the cardinal rule within 5, then 10

Number composition to 3

Recognise commonality and make sets.

Recognise composition up to 3- knowing a number can be made up of 2 or more smaller numbers

Qualitative comparison of length and height

Complete AB visual linear patterns

Narrate the pattern of the school day using now, next, after

Prepositional language

What we want the children to know how to do

Sort by one criterion.

Recognise the odd one out in a set.

Count backwards within 10, understanding the number before and counting back from a given number (counting objects or within stories and rhymes)

Using objects or actions can demonstrate composition of numbers to 5.

Make qualitative comparison of mass and capacity (full, empty, half full etc)

Subitising to 5

Spot an error in an AB pattern

Identify and make an ABC pattern

Narrate the pattern of a day and begin to explore pattern of seasons

using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time, Seasons, autumn, winter, spring summer.

Personal, Social and Emotional Development

What we want the children to know

There are rules for different places and experiences in schools (eg assembly)

Know handwashing and food preparation rules

In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk

Distinguish between healthy food choices and special treats.

Recognise who you can talk to if you feel unsafe or worried

Know how you are feeling and that you have different emotions

Know it is ok to express your emotions

Recognise dangers in the house and classroom what I should and shouldn't touch

How to stay safe in the sun

What we want the children to know how to do

Follow wider school regimes - eg assembly

Articulate and demonstrate handwashing and food preparation.

Work in pairs to succeed in a challenge.

Perform confidently to an audience in a simple adult structured presentation.

In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk

Perform confidently to an audience in a simple adult structured presentation (eg talk for writing).

Talk about works of art, saying what they like or do not like

Understanding the World

What we want the children to know

Know names for some types of tree and know some trees change in autumn

Know and understand the we celebrate /commemorate special occasions (e.g birthdays, Remembrance day))

Know materials change state when affected by temperature, time or other factor (e.g water)

Identify foods that come from plants.

Name plants and parts of plants in allotment harvest.

Know and name rooms and parts of familiar buildings and own home.

Know maps and models identify places and buildings and features in our local area

Know that we and our families are special and have similarities and differences

What we want the children to know how to do

Describe changes to trees and woodland plants in autumn (deciduous, evergreen, leaves)

Demonstrate how to plant and harvest

Predict how plants will grow

How to talk about my own special times and how they are celebrated

Begin to explore making simple maps and maps using marks to add features

Describe and represent the home/school in 2D and 3D, naming rooms and parts of the building and garden

Describe own homes and special places using key vocabulary (e.g local landmarks, school house)

Can talk about and describe own family

Can identify similarities and differences between families.

Describes change of state with gloop, clay and dough

Expressive Art and Design

What we want the children to know

Knows new colours can be created by mixing

Knows pieces of music have different rhythms and we use a rhythm when we sing

Knows role play and performances can retell stories and real life experiences

Know a small repertoire of short repetitive songs.

Knows some action songs and ring games by heart.

Know that things can be joined using tape and glue.

What we want the children to know how to do

Create new colours by mixing green, brown, orange and yellow pastels and paints using 'flower palettes'; predict and narrate the effects.

Generate short narratives about the environment using small world props.

Mark the beat and imitate rhythms with tapping and striking instruments or words

Performs a small repertoire of short repetitive songs.

Can stack, align and balance with bricks and blocks on a range of scales.

Can draw recognisable figures of familiar people from memory, with attention to detail with adult instruction (step by step)

Can enact domestic routines and brief family narratives, using props- drawing on own experiences and adult modelling.

Can mark the pulse of pieces of music using body percussion.

Copy, memorise and perform a repertoire of simple hand-action songs.

Use large materials to create own dens and special places

Talk about works of art, saying what they like or do not like