

Reception Curriculum Overview Autumn

Below is an overview of what your child will be learning in class during the Autumn Term. Children will be taught according to their needs. All children will need to be challenged in a way which is appropriate to starting points. This will be catered for by children being taught in small groups or as part of a larger group. Your child's class teacher will be happy to help if you need any more information.

Personal, Social, Emotional Development (PSED)

- Settle into full time school, routines and new classes
- Independently using resources in the classroom
- Make friendships and playing in groups
- Form good relationships with children and teachers
- Share and take turns with others
- Develop confidence to select and use resources
- Explore different feelings of themselves and others – happy, sad, cross, scared, worried
- Jigsaw Jennie – 'Being me in my World'

Communication and Language (CL)

- Attentive listening during large group and small group circle times
- Develop spoken language
- Recall past experiences and talk about future events
- Continue to develop their vocabulary
- Understand and answer a range of questions – who, what, where, why, how
- Understand the use of objects e.g. what do we use to cut things?
- Respond and understand verbal instructions
- Use language to develop role play, stories and imagination

Physical Development (PD)

- Hold a pencil near the point and between first two fingers and thumb and using it with good control – tripod grip
- Write own name
- Use scissors to cut across lines and around shapes
- Dough disco, Squiggle and handwriting sessions
- Fine motor activities – threading, using tweezers, loose parts etc.
- Put on and fasten own coat
- Use the toilet and washing hands independently
- Awareness of hygiene and being clean
- Move in a range of ways with confidence – running, jumping, skipping, hopping
- Move around the trim trail with balance and confidence
- Kicking, throwing and catching balls

Mathematics (M)

- Count forwards and backwards from 1 - 20
- Recognising numbers to 10
- Ordering numbers 1-10 correctly
- Matching numeral to quantity e.g. putting the numeral 5 next to 5 objects
- Touch counting a group of objects up to 10 accurately
- Comparing quantities using language 'more' and 'fewer'
- Talk about the day, date and month of the year
- Identifying 2D shapes – square, triangle, rectangle and circle
- Describe 2D shape using mathematical language – sides, corners, straight, curved
- Use positional language to talk about where an object is - in, on, under, next to, on top of, in front of, behind, between

Literacy (L)

- Consolidation of phase 1 phonics
- Beginning phase 2 phonics
- Read simple words and captions
- Writing simple CVC words and captions
- Read and write own name
- Order letters in own name to spell
- Listen to stories and answer questions about what has been read
- Discuss characters, events and settings in stories
- Join in with repeated phrases in stories
- Clapp the syllables in a word e.g. spi-der (2 claps)
- Show an awareness of rhyme – select objects which rhyme
- Show an awareness of alliteration – sort objects that begin with the same sound
- Look at books independently, hold them the right way and turn the pages correctly

Understanding of the World (UW)

- Talk and find out about the season Autumn
- Talk about events that are special to them – celebrations, traditions, family events
- Talk about similarities and differences between people
- Celebration and festivals – Harvest, Diwali
- E.Safety – Hectors World 1
- Use computers to play educational games – select icons, use a mouse
- Operate simple ICT equipment – play phones, cameras, torches, talking tins
- RE – Being special 'Where do we belong?'

Expressive Arts and Design (EAD)

- Draw a picture of themselves and other – recognisable pictures with increasing detail
- Learn and sing a range of songs and nursery rhymes
- Weekly music sessions with our music specialist teacher Megan
- Explore and name a range of musical instruments
- Use instruments to tap out a steady beat
- Use role play areas to act out life experiences – home corner, use props, resources and develop language associated with this play
- Paint recognisable pictures
- Use a range of media to create pictures e.g. feathers, straws, collage, sequins
- Use junk modelling to create models – decide how to join materials together
- Manipulate play dough to achieve a planned effect e.g. rolling play dough between hands to create worms, create small balls for top of playdough cakes etc