



## Reception - Autumn 1

<b>Main theme but with flexibility going with children's interests...</b>	<p>The Woods</p>
<b>Focus Texts/ Talk for Writing Texts</b>	<p><i>Dear Zoo</i>  <i>Oh Dear</i>          Brown Bear, Brown Bear          Bear Hunt          Leaf Man          Gruffalo</p>
<b>Diversity Texts</b>	<p>Handa's Surprise          Handa's Hen          Emeka's Gift          Little People, Big Dreams</p>
<b>Enhancements/Key Planned Learning Experiences</b>	<p>Art Day          Traditional African Drumming          Black History Month</p>
<b>Safeguarding</b>	<p>E-Safety – Smartie the Penguin</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>• Understands use of objects (e.g. Which one do we cut with?)</li> <li>• Beginning to understand more complex sentences e.g. put your toys away and then sit on the carpet.</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>• Enjoys a sense of belonging through being involved in daily tasks</li> <li>• Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>• Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Handles books and touch screen technology carefully</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Includes mark making and early writing in their play</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Begins to say numbers in order, some of which are in the right order (ordinality)</li> <li>• Beginning to count on their fingers</li> <li>• Responds to both informal language and common shape names</li> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> </ul>

<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"><li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li><li>• Engages in imaginative play based on own ideas or first-hand or peer experiences.</li></ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"><li>• Shows interest in the lives of people who are familiar to them</li><li>- Enjoys joining in with family customs and routines</li></ul>