

Physical Development and Physical Education

We are learning to:

- Move in different ways;
- Consider how to negotiate space inside the classroom, outside in the play area and in our PE lessons;
- Practise taking turns;
- Strengthen our posture for sitting on the carpet and at tables;
- Line up and follow the line;
- Work on our pencil grip and control (consolidate the tripod grip);
- Use a range of tools effectively;
- Develop further hand-eye coordination;
- Begin to use scissors to cut lines;
- Begin to thread different sized beads.

Personal, Social and Emotional Development

We are learning to:

- Talk with others to solve conflicts (agree, share, together, turns, fair);
- Identify feelings and emotions (emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited, etc);
- Begin to express feelings and consider how others are feeling;
- Link book character's emotions to our own;
- Manage our own needs—put belongings away, put coats and shoes on independently, remember to flush and wash hands after toileting;
- Begin conversations about being healthy—talk about exercise;
- Begin to describe self positively;
- Begin to build respectful relationships;
- Show an awareness of safety—inside/outside, stranger danger.

Being Imaginative and Expressive

We are learning to

- Take part in role-play;
- Begin to develop stories using small world equipment;
- Express feelings and move in relation to music;
- Sing nursery rhymes, and counting songs;
- Begin to create our own music.

Reception's Knowledge Organiser Autumn 1 2025

Where we live



Circle time

We are learning to:

- Listen to each other;
- Value different opinions;
- Peace Mala values;
- Respecting our Rights—Article 31 'The Right to Play.';
- Recognise British Value—democracy;
- Meet characters from our Dimensions lessons;
- Talk about emotions—using Zone of Regulation;
- Think Equal stories;
- Miss Kay - introduction;
- Transition into Reception activities.

Communication and Language

We are learning to:

- Get to know new friends;
- Follow and understand new routines;
- Increase attention and listening skills;
- Understand why listening is important;
- Use polite social language (hello, good morning/afternoon, thank you, please, how are you);
- Begin to understand why questions;
- Talk about stories, the events, characters and settings;
- Begin to ask questions connected to the current situation;
- Begin to connect ideas using 'because';
- Begin to retell a story;
- Borden vocabulary.

Key Vocabulary

- Hello, Good morning, Good afternoon, please, thank you, good bye
- Jump, walk, space, follow, running, galloping, marching, shuffling, crawling
- Home, Wythenshawe, Manchester, England, Scotland, Wales, Northern Ireland
- Road, street, town, path, roof, door, window, chimney, house, flat, bungalow, caravan, cottage;
- Autumn, season, decay, outside, inside, change
- Family, mum, dad, brother, sister, grandparents, cousins, aunty, uncle
- Rhyme, rhythm, pulse,
- Birthday, history, past, presence, younger, older
- Portraits, red, blue, yellow, green, purple, orange, primary colours, secondary colours
- Front cover, back cover, spine, title, story, author, book, character, picture, letter, word, sound.



