Autumn Term - Reception

SKILLS (what we want the children to achieve)

C&L	PSED	Physical	Literacy Reading
Engage in story times by listening carefully, retaining what has been heard and recalling key points. Listen to and talk about stories to build familiarity and understanding Can switch attention from one task to another Listen carefully to rhymes and songs, paying attention to how they sound Responds to a series of instructions and a range of questions Answer questions about a text they have read Use new vocabulary through the day Articulate their ideas and thoughts in well-formed sentences, communicating confidently with peers and adults Can retell a story using role play or small world resources, using some story language. Uses talks to communicate needs, news, feelings and ideas. Uses plurals and some tenses correctly. Asks questions to support their learning or understanding Regularly uses talk to support their imaginative play	Express their feelings and consider the feelings of others Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Uses talks to communicate needs, news, feelings and ideas-elaborated ways: "I'm sad because…" or "I love it when …". Expresses a wide range of feelings in interactions with others and through behaviour and play Recognise and consider the feelings and perspectives of others, and show sensitivity to other's needs Knows some ways to keep healthy. Use the toilet independently most of the time Wash and dry hands with minimal reminders Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Take turns in play seek out companionships and form genuine, respectful friendships. Follow school and class rules Know our 3 School Values Understand our class rules and can tell others using the widget images See themselves as a valuable individual. Talk about things they think they are good at or are proud of. Interacts with a variety of children and is building good relationships with adults and other children. Cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreement Transfer bond from nursery key worker to class teachers and TAs	On Balance Bike- learn to glide, lifting feet off the ground Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Revise and refine the fundamental movement skills they have already acquired: -Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Throw under arm to a friend Throw and catch large balls consistently. Uses large construction to build and balance pieces Show increasing balance and coordination. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons. Use scissors to cut along simple lines and shapes. Cut along curved lines, holding scissors in the correct position. Mould and shape clay with fingers and tools. Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Draw enclosed line drawings Nose Blowing: Recognise a runny nose, get a tissue, blow it, and bin the tissue. Coat Mastery- can do up and undo, can take off and put on Peeling fruit independently	Spot rhymes in familiar stories and poems. Count or clap syllables in a word Use sound buttons to identify how many sounds are in a cvc word. Aut1 Recognise first 16 sounds in RWI scheme Set 1 sounds Group A Begin to read CVC words containing known letter-sound correspondences. Aut2 Recognise all 25 single sounds in RWI scheme Set 1 sounds Group B&C Read all the 25 single sounds speedily Blend words orally inc CVCC words Read short words made up of known letter–sound correspondences Repeat words and phrases from familiar stories. Engage in extended conversations about stories, learning new vocabulary Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone Recount in an order-the story they have just listened to Understand new higher level vocabulary and the meaning Learn 15 ambitious drawing club words with actions

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SKILLS (what we want the children to achieve)

Literacy Writing	Maths	Understanding World	Expressive Art
Please note: Many of our early Writing Skills begin in Physical Development and Communication Writes some lower-case letters correctly. Letter sizing and placement-boundary e.g. a box on paper Writes CVC words using the sounds taught. Spell words by identifying the sounds and then writing the sound with letter/s. Write own name. Says a simple sentence for writing (oral and count words). (Hold a Sentence RWI) Uses some upper-case letters e.g. for own name, Mum and Dad.	Form numbers 1- 3 with accuracy Use marks and symbols to represent numbers. . Experiment with their own symbols and marks as well as numerals. Understand that the final number counted represents the total. Begin to count 1-5 Recite numbers beyond 5 (rote) Match by quantity to 5 e.g. set the table for 5 bears Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item Link numerals to quantities. Use marks and symbols to represent numbers. . Talk about how many spaces are filled or unfilled. Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made. Estimate and guess how many there might be before counting. Link the number symbol (numeral) with its cardinal number value. Begin to recognise small amounts arranged in different ways. Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Uses some shape names appropriately Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Talk about members of their immediate family and community. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries Draw information from a simple map. Explore the natural world around them. Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes. Can identify a range of occupations Know how we change as we grow and talk about things we can do now that we could not do as a baby	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. Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings. Makes some independent choices about the resources needed and talks about creations Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Perform songs with actions or dance Begin to develop complex stories using small world equipment like

	Creates a repeated pattern with colour and shape. Select shapes for a purpose Combine shapes to make new shapes. Begins to create arches and enclosed structures when building. Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less that or more than Understands some prepositional language- above, below, on top, under, next to		animal sets, dolls and dolls houses, etc. .