

## **PSED**

See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Manage their own needs.  
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Explain the reasons for rules, know right from wrong and try to behave accordingly.  
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  
Work and play cooperatively and take turns with others.  
Form positive attachments to adults and friendships with peers.

Children to experience a range of Thrive, PSED and RE sessions to learn about themselves and others alongside community religions, cultures and beliefs. Children to share photos of themselves and their families alongside texts to encompass differences. [Weekly Thrive, RE and PSED sessions.](#) [Circle Time.](#) [Sharing family pictures and photographs.](#) [Sharing different religions and beliefs including places of worship.](#)

Children to learn about feelings and emotions and how to regulate these through Thrive and PSED sessions. Children to learn the emotions sad, happy, excited, scared, upset and anxious. [Feelings Charts and Emotions cards and games.](#) [Circle time and Thrive sessions.](#)

Children to make friends with different social groups and develop relationships with staff and peers. [Daily routines.](#) [Circle Time.](#) [Thrive & PSED sessions.](#)

Children to learn about the rules and routines of the academy and class and understand the importance of these. [Daily routines.](#) [Circle Time.](#)

Children to learn how to share the resources within the setting and understand the importance of taking turns and sharing. [Daily routines.](#) [Circle Time.](#)

Children to independently use the toilet and manage own hand washing.



## **Reception – Autumn 1**

### **Physical Development**

Revise and refine the fundamental skills they have already acquired.  
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.  
Develop their small motor skills so that they can use a range of tools competently, safe and confidently.  
Know and talk about the different factors that support their overall health and wellbeing.  
Negotiate space and obstacles safely, with consideration for themselves and others.  
Hold a pencil effectively in preparation for fluent writing.  
Uses a range of small tools.  
Begin to show accuracy when drawing.

Children to take part in twice weekly PE and gross motor sessions. During these sessions the children will develop the strength, co-ordination and balance skills. Children will also learn about special awareness both indoors and outdoors. [Twice Weekly PE Sessions.](#) [Gross Motor Sessions.](#) [Outdoor Learning.](#)

Children will take part in a range of small motor activities including using pens, pencils, scissors, play dough and threading. [Daily fine motor activities.](#) [Continuous provision.](#)  
Children will learn about what it means to be healthy, including lifestyle, food choice, sleep and dental hygiene. [Healthy and Unhealthy foods.](#) [Importance of Sleep.](#) [Visit from health visitor/school nurser/dentist.](#)

### **Communication & Language**

Understand how to listen carefully and why listening is important.  
Articulate their ideas and thoughts through well-formed sentences.  
Connect one idea or action to another using a range of connectives.  
Describe events in some detail.  
Develop social phrases.  
Engage in story time.  
Use new vocabulary in different contexts.  
Listen carefully to rhymes and songs, paying attention to how they sound.  
Learn rhymes, poems and songs.  
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  
Participate in small group, class and one-to-one discussions offering their own ideas, using recently introduced vocabulary.

Children will participate in a range of listening activities in one-to-one, small group and whole class activities. [Small group and whole class activities.](#)

Children will experience phase 1 letters and sounds activities. [Phase 1 storytime phonics activities.](#)

Children will discuss past events. [Children to talk about special events in their living memory.](#)

Children will experience a range of stories with at least one story being read to them each day. [Story time.](#) [Literacy session.](#)

Children will learn five songs, poems or rhymes. [Singing sessions.](#)  
Children will develop language awareness about themselves including body parts, feelings and retelling past events about family celebrations and traditions. [Circle time.](#) [Literacy Sessions.](#) [Speaking and Listening sessions.](#)

### **E Safety in the Curriculum:**

Copyright and Ownership: I can name my work so others know it belongs to me.

Privacy and Security: I can identify some simple examples of personal information.

## Literacy

Read individual letters by saying sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  
Form lower case letters correctly.  
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Children to experience to following, whole class texts:

- Can I build another me.
- Tough Guys
- Incredible You
- In every house on every street.
- A Handful of Buttons
- My World, Your World
- Owl Babies

Children to secure knowledge of phase two letters and sounds and begin to blend sounds together to read simple words using their current phonic knowledge. [Phonics and Literacy Sessions](#).

Children to experience a range of small motor activities to develop writing skills. [Daily continuous provision indoors and outdoors](#).

Children to experience handwriting sessions and form lower case letters correctly. [Daily handwriting and fine motor sessions](#).

Children to experience role play to act out texts listened to in class. [Role play, continuous provision, indoor and outdoor activities](#).

## Parental Links

Parents evening  
Parent Workshop – Supporting your child at home



## Reception – Autumn 1

### Understanding the World

Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different special times in different ways. Talk about the lives of people around them. Know similarities and differences between things in the past, and now, drawing on what has been read in class.

Children to share photos and talk about the people in their family. [Circle time, topic lessons, RE and Thrive sessions](#). Children to discuss family celebrations and learn about how families differ. [Circle time, topic lessons, RE and Thrive sessions](#). Children to learn about different religious buildings. [RE se](#) Children to look at books and stories and compare them from things in the past and things in the present day.

### Safeguarding Links:

Children to learn about how to keep themselves safe.  
[NSPCC Recourses](#)

## Maths

Count objects, actions and sounds.  
Subitise.  
Link the number symbol (numeral) with its cardinal number value.  
Compare numbers.  
Explore composition of numbers to ten.  
Compose and decompose shapes so that children recognise a shape can have other shapes within it.

Please see Maths Mastery Planning

## EAD

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
Sing a range of well known nursery rhymes and songs.

Children to access a variety of media and materials. Children to make representations of themselves using mirrors and appropriate colours. [Children to use a variety of collage and construction materials to make paintings, pictures and creations of themselves, their families/friends and different houses and buildings](#).

Children to explore textures and how they can use these to add effect to their creations. [Children to learn hard, soft, rough, smooth](#).

Children to sing, by hear, at least five different nursery rhymes.  
[Daily singing sessions](#).