

## PSED

See themselves as a valuable individual.

Children talk about future aspirations.

Circle time, topic lessons, literacy lessons, PSED, Thrive

Shows resilience and perseverance in the face of challenge.

Children show a 'can do' 'growth mindset' attitude.

Circle time, Thrive, PSED sessions.

Identifies and moderate their own feelings; socially and emotionally.

Think about the perspective of others.

Feelings activities, social stories, PSED, Thrive

Manage their own needs.

Children are able to use the bathroom to tend to their own needs. Children are able to select and eat their own school meals. Children can say when they need a drink.

Daily classroom routines.

## Parental Links

Weekly parents progress meetings.

Tapestry introduction workshop.

Parent Workshop – Early Number

HUB – ESOL

Early Parenting Courses

Healthy Eating

## Safeguarding Links:

Children to learn about how professionals can support us and keep us safe eg police, doctors, nurses.

## E Safety in the Curriculum:

Healthy, Well-Being and Lifestyle: I can describe ways that some people can be unkind online.

I can offer examples of how this make others feel.

# People Who Help Us



## Reception – Autumn 2

### Physical Development

Revise and Refine the fundamental movement skills they have already acquired.

Develops the overall body strength, co-ordination, balance and agility needed to engage successfully in physical education sessions.

Develop overall body-strength, balance and co-ordination and agility.

PE & Gross Motor Sessions, Outdoor provision.

Develop their small motor skills.

Indoor and outdoor continuous provision. Scissor, pencil and threading activities.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Daily classroom activities.

Further develop the skills they need to manage the school day successfully.

Daily classroom activities.

### Communication & Language

Learn new vocabulary.

Use new vocabulary throughout the day.

Articulate their ideas and thought in well-formed sentences.

Describe events in some detail.

Use new vocabulary in different contexts.

Children can talk/retell in sentences about what they have seen or experienced. Children learn and use new vocabulary. Children talk in full sentences using connectives.

Communication and language sessions, small group work, language interventions, continuous provision.

Engage in story times.

Listen to and talk about stories to build familiarity and understanding.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Children can listen to and respond to stories. Children have an awareness of non-fiction texts. Children can use their learnt vocabulary in play.

Continuous provision, literacy sessions, communication and language sessions, topic sessions.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Children can sing/retell stories, songs, poems and rhymes fluently.

Continuous provision, daily activities, singing sessions, literacy sessions.

## Maths

Count objects, actions and sounds.

Subitise.

Link the number symbol with its cardinal number value.

Count beyond ten.

Compare numbers.

Explore the composition of numbers to ten.

Select, rotate and manipulate shapes in order to develop spatial reasoning.

Compose and decompose shapes so that they recognise that a shape can have other shapes within it.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

[Please see Maths Mastery planning.](#)

## EAD

Explore, use and refine a variety of artistic effects to express their ideas and feelings. **Children can think/talk about what they are going to make before they make it a why. Children can talk about what they have made and why.**

[Continuous provision. Creative activities.](#)

Listen attentively, move to and talk about music, expression their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

**Children can respond to the music they hear. Children can make and perform songs, rhymes, dances and stories.**

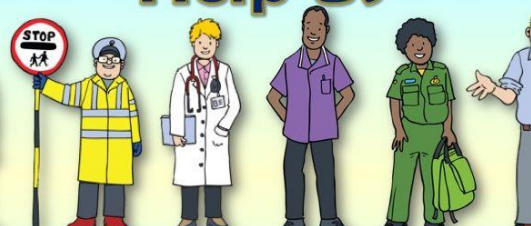
[Continuous provision. Music Areas](#)

Sing in a group, or on their own, increasingly matching the pitch and following the melody.

**Children can sing 8 songs/Nursery rhymes.**

[Singing sessions. Music Area](#)

# People Who Help Us



Reception – Autumn 2

## Literacy

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read a few common exception words matched to the schools phonics programme.

**Children are secure at phase two phonics. Children can apply their phonics knowledge when reading and writing.**

[Phonics sessions, Literacy sessions, Continuous provision, indoor and outdoor provision.](#)

Form lower-case and capital letters correctly. [Handwriting Sessions](#)

Write short sentences with words with known letter-sound correspondences.

Re-read what they have written to check that it makes sense.

**Children are secure at phase two phonics. Children can apply their phonics knowledge when reading and writing.**

[Phonics sessions, Literacy sessions, Continuous provision, indoor and outdoor provision.](#)

## Understanding the World

Name and describe people who are familiar to them.

**Children can name family and friends.**

[Topic sessions, continuous provision, circle time.](#)

Compare and contrast characters from stories, including figures from the past.

**Children can identify difference between themselves and others.**

[Topic sessions, PSED, Thrive](#)

Understand that some places are special to members of their community.

**Children identify religious buildings and know their importance to member of their community.**

[RE, Thrive, PSED sessions](#)

Describe what they see, hear and feel.

Understand the effect of the changing seasons on the natural world around them.

**Children can identify changes that happen in the autumn and winter seasons.**

[Outdoor provision, Topic sessions.](#)