

Personal, Social and Emotional Development

- Express own feelings and consider the feelings of others.
- Identify and moderate their own feelings, encourage children to understand when they feel happy, sad, angry, surprised etc.
- Build constructive and respectful relationships.

Maths

- **Compare groups of 1, 2 or 3 objects**
- **Recognise a set of 4 or 5 objects by counting or subitising**
 - identify representations of 4 and 5, count up to 5 objects in different arrangements by touching, use own mark making to represent 5.
- **Explore 1 more/1 less than number to 5**
- **Circles and Triangles** – recognise these shapes in everyday objects and the environment around us, describe some properties of circles and triangles.
- **Rectangles and Squares** – describe some properties of these shapes e.g.: squares and rectangles have 4 straight sides and 4 corners.
- **Time and Sequencing** – Use time related vocabulary to describe a typical day.
- **Spatial Awareness** – begin to use positional language e.g.: next to, on, under, above. Begin to represent positional language in maps, models and drawings.

Understanding the World

- Explore lives of 'people who help us' e.g.: postal worker, doctor, teacher, dentist etc.
- Recognise that people have different beliefs and celebrate special times in different ways
 - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Physical Development

- Practice moving in different ways like a superhero e.g.: running, jumping, dancing, hopping, skipping and climbing.
- Use tools safely and effectively to make a vegetable soup.
- Participate in fine motor skill activities to strengthen muscles in hands and develop movements to aid fluency and accuracy with mark making.
- Progress towards a more fluent style of moving, with developing control.

Reception

Autumn 2

Expressive Arts and Design

- Develop storylines in their pretend play.
- Create own superhero vegetable using printing and collage materials.
- Sing, dance and act in the Christmas Performance.
- Engage in Christmas post office role play

Writing

- Orally plan a sentence before either adult scribes or child attempts to spell words by identifying sounds and writing letters.
- Start to write CVC (consonant, vowel, consonant) words e.g.: 'bus', 'mat'.
- Write correct initial sounds of words.
- Write Christmas cards.
- Write a letter to Santa Claus.
- Spell words by identifying sounds learnt in phonics lessons.

Reading

- Reading the following key texts as a class: Who Are You? by Smitri Halls, All about Families by Usbourne Books, The Leaf Thief by Alice Hemming, Pumpkin Soup by Helen Cooper, Clean Up! By Nathan Byron, Chapatti Moon by Pippa Goodhart, How to Hide a Lion at School by Helen Stephens, Supertato by Sue Hendra and One Snowy Night by Nick Butterworth.
- Read individual letters by saying the sounds for them.
- Participating in RWI phonics sessions.
- Sequence and retell the main events in a story.
- Answer who, what and where questions about a book.