

## Half-termly Overview

### Autumn 1

#### Reception Caterpillar and Dragonfly



## Literacy

### Word reading

- Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.

### Comprehension

- Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.

### Writing

- Write some or all of their name. Write some letters accurately.

### Little Wandle Phonics

- Recognise, read and blend phase 2 graphemes; s a t p i n m d g o c k i s c k e u r l h b f
- Recognise and read key high frequency words; is, I the

## Personal, Social and Emotional Development

### Self-Regulation

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

### Managing Self

- Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.
- Building Relationships** Play with one or more other children, extending and elaborating play ideas.

## Communication and Language

### Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

### Speaking

- Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.

## Mathematics

### Number

- Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.

### Numerical Patterns

- Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.

## Physical Development

### Fine

- Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.

### Gross

- Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene

## Understanding the World

### Past and Present

- Begin to make sense of their own life story and family's history.
- People, Culture and Communities**
- Talk about members of their immediate family and community. Name and describe people who are familiar to them.

### The Natural World

- Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.

## Expressive Arts and Design

### Creating with Materials

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.

### Being Imaginative and Expressive

- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.