

# Reception Curriculum Overview Autumn 1

Communication and Language		Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> <li>understand and respond appropriately to prompts for 'good sitting' or 'good listening'.</li> <li>be more attentive in listening games.</li> <li>stop and respond appropriately to the tambourine and continue listening for an instruction.</li> <li>begin to contribute to class discussions and oracy activities.</li> <li>recall simple rhymes as part of classroom management and organisation.</li> <li>practise learning and using some new vocabulary and can use appropriate language when interacting socially with peers.</li> <li>follow simple 2-step instructions.</li> </ul>		<ul style="list-style-type: none"> <li>learn the names of children in their class.</li> <li>make friends through play.</li> <li>ask for help from the teaching staff.</li> <li>begin to feel part of their class and school.</li> <li>understand what being responsible for their classroom means.</li> <li>learn about the school's Core Values and begin to demonstrate these in their conduct around school.</li> <li>encouraged to use the emotions board to tell others how they feel.</li> <li>show awareness of the rules and routines during the school day.</li> </ul>	<ul style="list-style-type: none"> <li>hold a pencil, scissors and paintbrush with control.</li> <li>sit on the carpet and on a chair with control.</li> <li>demonstrate increasing accuracy when negotiating space in our indoor and outdoor environment.</li> <li>make large scale movements like circles, lines, crossing midline and balancing on one leg in games.</li> <li>demonstrate control and increasing accuracy when moving in different ways such as crawling, jogging, walking and jumping.</li> <li>safely manage large scale equipment such as bikes and tyres.</li> </ul>
Literacy	Mathematics	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> <li>pronounce most set 1 RWInc sounds independently, demonstrating the difference between bouncing and stretching sounds.</li> <li>identify some oral blending of CVC words.</li> <li>beginning to segment and blend CVC words and possibly some CCVC and CVCC words using set 1 digraphs sh, th and ch.</li> <li>recognise and read tricky words 'I' and 'the'</li> <li>Begin to form some letters.</li> </ul>	<p>Getting to know you:</p> <ul style="list-style-type: none"> <li>how old are you?</li> <li>maths about me.</li> <li>counting and matching.</li> <li>maths through stories and nursery rhymes.</li> <li>patterns.</li> <li>positional language.</li> <li>sequencing.</li> </ul> <p>Just like me:</p> <ul style="list-style-type: none"> <li>identify matching items</li> <li>sorting objects</li> <li>compare items</li> <li>AB patterns and spotting mistakes in AB patterns</li> </ul>	<ul style="list-style-type: none"> <li>talk about Harvest and what it means.</li> <li>talk about my family and recognise differences between my own family and other families.</li> <li>talk about my immediate local environment and community such as school and home.</li> <li>talk about autumn and the seasonal changes using senses.</li> <li>understand simple coding through movements for symbols.</li> <li>use a visual timetable during a school day and develop an understanding language such as next, when, after, before.</li> </ul>	<ul style="list-style-type: none"> <li>use the paints effectively (washing, cleaning and drying the brush between colour changes).</li> <li>observe an object and draw what you see using different media.</li> <li>print patterns using a variety of media.</li> <li>learn a set of familiar rhymes.</li> <li>use own body to make instrumental noises to go with stories, poems and rhymes.</li> <li>use percussion instruments to explore different beats.</li> <li>draw the whole body with support to add neck, hands and fingers.</li> <li>Review portraits of different people and discuss.</li> <li>Respond to different types of music using free body movement</li> </ul>