

# Reception Curriculum Overview Autumn 2

Communication and Language	Personal, Social and Emotional	Physical Development	
<ul style="list-style-type: none"> <li>listen to other people and take turns in conversation.</li> <li>express their own view or recognise someone else's point of view.</li> <li>understand and respond appropriately to how and why questions.</li> <li>explain thinking whilst exploring during independent play.</li> <li>perform songs in the Christmas production.</li> <li>use and understand some Makaton signs through instructions and songs.</li> <li>Participate in 'listening walks'.</li> </ul>	<ul style="list-style-type: none"> <li>celebrate the things they are good at and acknowledge the achievements of their friends.</li> <li>understand that different things make them special.</li> <li>understand people can be the same or different to themselves.</li> <li>demonstrate how to be a kind friend.</li> <li>talk about how their home is special to them.</li> <li>use words to stand up for themselves when someone is being unkind.</li> <li>show their friends how they are feeling using 'Zones of Regulation' tools and emotions wall.</li> <li>know when to apologise and begin to resolve small disagreements between peers through talking.</li> <li>demonstrate the ability to work with others.</li> <li>be more responsible and know what that means.</li> <li>describe through stories the difference between right and wrong.</li> <li>regulate their emotions using the designated 'calm' areas or shared classroom strategies.</li> </ul>	<ul style="list-style-type: none"> <li>balance and coordinate movements on large apparatus.</li> <li>move their body with control and fluidity to music, percussion instruments or other noises.</li> <li>balance on low apparatus when they are raised off the ground.</li> <li>master a forward roll safely.</li> <li>balance with control and hold a variety of positions.</li> <li>use the 'trophy hold jump' to disembark apparatus safely.</li> <li>sit and hold their body properly at a table to support their handwriting formation.</li> <li>develop stronger fine motor skills to use a pencil with a tripod grip, use paint brush and scissors effectively. Select the correct handed tools for their dominant hand.</li> </ul>	
Literacy	Mathematics	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> <li>read 1.6-1.7 green words.</li> <li>Identify a wider range of tricky words.</li> <li>show an understanding of how to read a book e.g. left to right, start at the top of a page.</li> <li>Use different writing media to start recording ideas.</li> <li>access different forms of mark making outdoors such as scoring in skittles, role play, paint and messy play.</li> <li>begin to write a simple 'hold a sentence' and read it back.</li> <li>write the labels and captions with support.</li> <li>Imitate a story with actions.</li> <li>join in with familiar over and over stories and tell their own stories in play.</li> <li>recognise rhyme and the repetition of words used in stories and poems.</li> </ul>	<p>It's Me 1,2,3</p> <ul style="list-style-type: none"> <li>investigating number 1, number 2 and number 3</li> <li>sorting 1,2,3</li> <li>subitising within 3</li> <li>memory games</li> <li>matching numerals 1,2,3 to amounts</li> <li>finding 1 more and 1 less</li> <li>composition of 3</li> <li>sorting shapes – triangles and circles</li> <li>making shape using circles and triangles</li> <li>positional language</li> </ul> <p>Light and Dark</p> <ul style="list-style-type: none"> <li>number 4 and number 5, and their composition</li> <li>finding 1 more and one less</li> <li>sorting rectangles and squares</li> <li>sequencing events</li> </ul>	<ul style="list-style-type: none"> <li>talk about different religious celebrations/ traditions across the world.</li> <li>understand that buildings across the world can be different, including homes and places of worship.</li> <li>identify a variety of animals that hibernate and understand how they can look after animals in the winter months. ' recall an historical event 'The Great Fire of London' through stories and oracy tasks.</li> <li>demonstrate how their 5 senses can be used to describe and save memories.</li> <li>talk about the new season through experiences, stories and activities outside. Discussing the changes since autumn.</li> <li>explain that materials can change their status such as liquid to solid and name some materials that possess these qualities.</li> </ul>	<ul style="list-style-type: none"> <li>access different media such as pastels, clay and junk modelling independently</li> <li>use natural resources and other media to create a piece of art whilst discussing the pattern, shape, texture and colour.</li> <li>recognise primary colours and understand that mixing these colours creates new colours.</li> <li>decorate using pattern and collage methods.</li> <li>effectively use and look after art resources/ materials.</li> <li>join in with familiar songs more confidently and pair with actions.</li> <li>play a variety of percussion instruments and perform to an audience.</li> <li>maintain a simple beat and start to recognise a change in tempo whilst listening to music.</li> </ul>