

## Literacy

- To develop book like vocabulary and language structure through hearing patterned texts and telling/making up stories to accompany books with no words.
- To use the structures of rhyming texts to participate in recall of sections of a text.
- To participate in, memorise and perform simple action rhymes.
- To answer blanc level 2 style questions.
- To understand page sequencing.
- To teach set one sounds.m,a,s,d,t,l,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x,sh,th,ch,qu,ng,nk
- To sound, orally blend and read cvc words
- To recognise my name.
- To detect rhyme when the odd one out is semantically linked to the target word.
- To recognise words with the same initial sound.
- To find words that go together to make a compound word.

## Mathematics

- To sort by one criterion. Recognise the odd one out in a set.
- To revisit recognising and naming digits 1-5
- To count forwards to 10 (learning the counting sequence)
- To link numerals to sets within 5 or 10.
- To count sets of objects or actions (pairing one item with one count word and knowing that the last number reached when counting tells how many are in a set), demonstrating the cardinal rule within 5, then 10.
- To demonstrate understanding of number composition to 5 (expose to vocabulary – together, combine, plus, add, equals)
- To compare numbers using terms more than, less than, fewer, same as, equal to.
- To subitise to 4 items.
- To order and compare numbers and quantities.
- To sort 3D shapes according to properties.
- To be confident using the language to describe relationships between quantities, e.g. more than, less than.
- To make qualitative comparison of length and height.
- To discuss routes and locations using words like in front of and behind.
- To recap 2D shapes names and sort according to properties.
- To compose and decompose shapes and to recognise shapes within other shapes.
- To talk about and explore 3D shapes using informal and mathematical language (sides, corners, flat, straight, round).

## Understanding of the World

- To know that children were babies in the past.
- To know that adults were children in the past.
- To describe how people grow up and change.
- To name and describe people who are familiar to them.
- To describe and represent the home in 2D and 3D, naming rooms and parts of the building.
- To begin to know and talk about family traditions, christening, wedding.
- To engage in discussions around Christianity and begin to understand what it means

## Expressive Arts and Design

- To draw familiar people from memory with attention to detail.
- To build models using junk to create a planned effect, explore joining with tape, glue and making hinges.
- To retell episodes from a known story in small world or role play.
- To move rhythmically on the spot and travelling using hands and feet to mark the beat.
- To enact domestic routines and brief family narratives using props.
- To mark the pulse of pieces of music using body percussion.
- To copy, memorise and perform a repertoire of simple hand action songs.
- To talk about songs they like and dislike.
- To sing a range of around 5 nursery rhymes.
- To learn the names of simple percussion instruments and explain how they make their sounds, for example bang/shake/rattle.

## Early Years Foundation Stage — Reception Topic Planner - Autumn 1 2024

## Communication and Language

- To tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.
- To know how to be a good listener when an adult is talking – use visual classroom prompts.
- To engage in story time with age appropriate attention for both fiction and non-fiction texts.
- To recall a range of simple nursery rhymes.
- To participate in adult narration of independent learning.
- To recall and define specialist vocabulary for the half term.
- To use social phrases – good morning, good afternoon, how are you?

## Physical Development

- To be able to change direction and stop quickly.
- To travel in different ways with control (roll, crawl, jump, run, hop, sip, climb).
- To follow large scale movements with body parts when copying an adult.
- To develop accuracy when throwing and introduce keeping score.
- To follow instructions and move safely when playing tagging games.
- To participate in hand/finger action songs including the use of playdough.
- To use a pencil or other writing implement with a pincer grip to copy marks.
- To assemble simple jigsaws.

## Personal, Social Emotional

- To tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.
- To be able to follow adult cues to listen.
- To know how to be a good listener when an adult is talking – use visual classroom prompts.
- To engage in story time with age appropriate attention for both fiction and non-fiction texts.
- To recall a range of simple nursery rhymes.
- To participate in adult narration of independent learning.

This is some of our curriculum for Autumn 1. As you can see, your children will be learning lots!

