

Literacy

To answer blanc level 2 style questions.
To read 1.1 – 1.4 words by blending.
To discriminate between numbers and dissimilar letters.
To discriminate between similar letters.
To orally blend a CVC word spoken by an adult.
To clap syllables in own name and clap the syllables in 1-5 syllable words.
To be aware when some words start with the same sound as my name.
To independently sort by initial phonemes.
To add a word that rhymes to a rhyming string that you generate.
To independently generate a string of rhyming words.
To independently detect alliterative words during specific activities such as sorting whether a word starts with a target sound or not. I do not need you to say the words first.
To blend 4 syllable words e.g. he-li-cop-ter.
To orally blend CVC words with long vowel phonemes e.g. s-oa-p or sh-ar-k.
To independently segment compound words.
To use some letters in sequence to convey meaning including CVC words.
To write labels, lists and captions with support.
To write own first name.
To use emergent and brave writing.

Mathematics

To sort by one criterion. Recognise the odd one out in a set and be able to verbalise the reasons.
To count backwards within 10, understanding the number before and counting back from a given number.
To recognise and name digits 5-10.
To understand number composition to 5.
Subitising.
To count sets of objects or actions, demonstrating the cardinal rule within 5, then 10.
To explore number bonds and subitise within 5
To link number words digits and quantities.
To use positional language with 3D shapes.
To make qualitative comparisons of mass and capacity.
To make AB transient linear pattern.
To explore doubles to 10 physically and through songs.

Understanding of the World

To understand roles and jobs of significant community members (firefighters, police, nurses, doctors, vets). Trips to local businesses.
To talk about people who have these roles in their community.
To know the 5 senses and explore things using all 5.
To name street furniture on a short local walk. And trips to local area/landmarks.
To name some special buildings in our community and explain their function through role play and small world re enactment.
To talk about their immediate environment and know where they live – Dudley/Fordley.
To use Bee Bots to move forwards, back, left and right.
To know and demonstrate how to plant bulbs, predict how it will grow (daffodils/tulips).
To begin to sort out recycling within household/school waste.
To describe and explain changes of state with clay.
Trip to Rising Sun to explore the local area and meet Santa and complete Christmas crafts.

Expressive Arts and Design

To create new colours by mixing green, brown, orange and yellow paints – predict and narrate effects.
To explore texture and use appropriate vocabulary.
To make considered choices to create mixed media or relief designs in clay.
To draw representations of people and objects with detail, including emotions on faces.
To explore shades of colour and be able to create these using pressure and pencils.
To retell episodes from a known story in small world or role play.
To mark the beat and imitate rhythms with tapping and striking instruments.
To perform a small repertoire of short repetitive songs.
To know a further (10) action rhymes and ring games by heart.
To talk about the songs that they like and dislike and begin to explain why. Say how a song makes them feel.

This is some of our curriculum for Autumn 2. As you can see, your children will be learning lots!

Communication and Language

To tell familiar stories with dialogue using small world figures or puppets or in role play with specific props.
To understand agreed rules for conversational turn taking in small and larger groups.
To know how to be a good listener when an adult is talking – use visual classroom prompts.
To be able to formulate and respond to “why?” and “how?” questions.
To be able to follow four step instructions. To select objects when a less familiar function, location, attribute or part word is used.
To recall more complex rhymes.
To generate five words for a simple semantic link e.g. things to eat.

Physical Development

To dig with trowels and hand forks.
To travel in different ways with control (roll, crawl, jump, run, hop, skip, climb).
To develop balancing and taking weight on different body parts.
To participate in hand/finger action songs including the use of play dough.
To use a pencil or other writing implement with a hooked wrist or extended wrist and pincer grip to copy marks.
To use knife and fork to cut up own food.

Personal, Social Emotional

To perform confidently to an audience in a simple adult structured presentation. To build a vocabulary around feelings – label own feelings linked to happy, sad, worried, excited. To increasingly follow rules, understanding why they are important. To articulate and demonstrate teeth cleaning. Identify healthy ingredients in healthy snacks. To understand its ok to be wrong/not first.

**Early Years Foundation Stage —
Reception Topic Planner – Autumn 2
2024**

