**Understanding the World**

* Talk about members of their immediate family and community.
* Name and describe people who are familiar to them.
* Comment on images of familiar situations in the past.
* Explore the natural world around them.
* Describe what they see, hear and feel whilst outside.
* Understand the effect of changing seasons on the natural world around them.

**Mathematics**

* Count objects, actions and sounds.
* Subitise
* Link the number symbol (numeral) with its cardinal number value.
* Compare numbers.
* Understand the ‘one more than/one less than’ relationship between consecutive numbers.
* Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
* Continue, copy and create repeating patterns.
* Compare length, weight and capacity.

**Development Matters**

**Reception Objectives-Autumn Term**

**(Reception)**

**Literacy**

* Write all their name.
* Read individual letters by saying the sounds for them.
* Read a few common exception words matched to the school’s phonic programme.
* Spell words by identifying the sounds and then writing the sound with letter/s.
* Re-read what they have written to check that it makes sense.

**Personal, Social and Emotional Development**

* See themselves as a valuable individual.
* Express their feelings and consider the feelings of others.
* Build constructive and respectful relationships.
* Manage their own needs.

**Look at 3&4 years objectives also**

**Communication and Language**

* Understand how to listen carefully and why listening is important.
* Learn new vocabulary.
* Articulate their ideas and thoughts in well-formed sentences.
* Engage in story times
* Listen to and talk about stories to build familiarity and understanding.
* Listen carefully to rhymes and songs, paying attention to how they sound.
* Engage in non-fiction books.

**Expressive Arts and Design**

* Return to and build on their previous learning, refining ideas and developing their ability to represent them. (see objectives 3&$ year olds)
* Create collaboratively sharing ideas, resources and skills
* Listen attentively, move to and talk about music, expressing their feelings and responses.

**Physical Development**

* Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
* Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
* Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
* Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene