Autumn 1
Reception



MARVELLOUS ME!



Communication & Language

- Can pay attention to more than one thing at a time
- Understands more complicated language 'first' 'last' 'might' 'maybe'
- Shows interest in new vocabulary, including words and phrases they may not have heard at home
- Follows two-part instructions well
- Listens to and talks about stories, building familiarity and understanding
- Answers simple 'why' questions
- Expands and uses new context specific vocabulary, including from school life
- Develops some talk with others to help organise thinking, work out problems and explain
- Is becoming confident in using the future tense in talk
- Enjoys talking with others
- Uses talk to take part in a range of activities

Personal, Social and Emotional Development

- Can take part in adult led practical challenges in a small group and in large group for a short period
- Is beginning to recognise when and how they need to respond to a friend, showing sensitivity when needed
- Can explain what they are good at and what they need to get better at
- Is willing to try new challenges
- Is developing resilience, trying to do something difficult which they want to achieve
- Can talk about personal needs and wants with an adult and is able to attend own toileting and handwashing needs
- Can resolve conflicts by themselves where possible, returning to the secure base of a familiar adult for support in difficult situations
- Understands they may need to wait their turn and can anticipate this, including in group time
- Is beginning to show sensitivity to the needs of others and adjust their response

Physical Development

- Catches a large ball from further away
- Walks, runs, slides, spins, crawls, climbs, pushes, pulls, rocks, rolls with competence and safety, and a sense of space
- Balances on a bench/ plank
- Plays chasing games with friends
- Can tap or clap to simple repeated rhythms
- Can move strongly or lightly
- Attempts to join a range of different movements together
- Selects and uses small tools or objects with clear purpose, choosing items that match what they want to achieve e.g. selecting tweezers for picking up small pieces, choosing the correct writing tool.
- Uses tools to achieve a specific outcome, such as cutting along simple lines or round large shapes, fastening components, or placing items precisely during construction or creative tasks.

Literacy

- Enjoys a range of print and digital fiction and non-fiction books
- Shares books, rhymes and songs, answering simple 'why' questions
- Suggests how a story might end
- Uses vocabulary from books, in other some contexts such as role play
- Re-reads books deepening understanding
- In play, chooses to write for a purpose to communicate ideas eg label for a model
- Knows that phonemes are represented by graphemes
- Forms some lower- case letters, mostly correctly
- Is beginning to form letters on wide lined paper
- Recognise and say Set 1 sounds
- Begin to orally blend, segment and read words containing Set 1 sounds
- Begin to recognise and read some high-frequency words

Understanding the World

- Knows the seasons of the year
- Can talk about sequences relevant to them - school day; getting ready for bed
- Sequences family members, explaining who they are (baby, toddler, child, adult)
- Explains the key differences in what family members of different ages can and can't do
- Can describe some family memories
- Can talk about their aspirations for their own role in society
- Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family
- Talks about events in their own life and in the lives of family members
- Knows about similarities and differences between themselves and others, and among families, communities and traditions
- Knows and can talk about some key changes to nature in Autumn
- Understands the effect of changing seasons on the natural world

Mathematics

- Composition of numbers within 5.
- Compare sets of objects and use the language of comparison.
- Identify when a set can be subitised and when counting is needed.
- Subitise different arrangements
- Make different arrangements of numbers within 5 and talk about what they can see.
- Talk about and explore different measures, including size, mass and capacity
- Copy, continue and create simple patterns

Expressive Arts & Design

- Draws a self-portrait with detail (bodies with 'sausage' limbs and additional features)
- Shows some emotions in drawings of people e.g., happy, sad
- Makes use of a variety of resources – loose part play
- Names and explores a wide range of instruments eg chime bars, xylophones
- Selects own instrument and plays in time to music
- Understands different emotions through music