

## Personal, Social and Emotional development

- To recognise different emotions.
- To understand how people show emotions.
- To focus during short whole class activities.
- To follow one-step instructions.
- To explore different areas within the Reception environment.
- To understand the role of the dentist, what happens when you go to the dentist and why it is important to have your teeth checked. Why oral health is important.
- To seek support of adults when needed.
- To gain confidence to speak to peers and adults.
- To play with children who are playing with the same activity.

## Expressive Arts and Design

- To name colours.
- To experiment with mixing colours.
- To create simple representations of people and objects.
- To draw and colour with pencils and crayons.
- To use costumes and resources to act out

## Understanding the World

- To talk about the people around us.
- To know about family structures.
- To identify similarities and differences between themselves and peers
- To know about people who help us within the local community.
- To name parts of our body.
- To ask questions about the natural environment.
- To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys

# Autumn Term 1 –Me and My Community!

## Gross Motor Skills

- To move safely into a space.
- To roll a ball towards a target.
- To move forwards, backwards and side-ways.
- Shows a preference for a dominant hand, leg or foot.

## Maths

- To begin to subitise to 3.
- To find one more of numbers to 3.
- To find one less of numbers to 3.
- To explore the composition of 2 and 3.
- To say which group has more.
- To say which group has less.
- To compare quantities to 3.

## Communication and Language

- To understand how to listen carefully.
- To understand why listening is important.
- To be able to follow instructions
- To talk in front of a small group.
- To talk to class adults.
- To learn new vocabulary.
- To join in with repeated refrains and key phrases.

## Fine Motor Skills

- To use a dominant hand.
- To begin to use a tripod grip when using mark making tools.
- To use tweezers to transfer objects.
- To begin to copy letters.
- To hold scissors correctly and create snips in paper.

## Literacy

- To use pictures to tell stories.
- To sequence familiar stories.
- To act out stories
- To start to learn Phase 2 Letters and sounds
- To begin to blend sounds together to read words using the taught sounds.
- To copy taught letters.
- To write their name.
- To write initial sounds.
- To begin to write CVC words using taught sounds.
- To orally retell a story.
- To draw images and write labels to represent the story.