

### Personal and Social Development

To identify our own different feelings and those of others  
To keep on trying when we find something difficult  
To start to sit and listen more consistently during adult focus time  
To follow simple instructions  
To try new activities  
To tell others about our work and play  
To start to be aware of rules in the classroom  
To share and co-operate with our friends  
To work within a small group, sharing ideas  
To start to form good relationships with the familiar adults in our class  
To express and identify our feelings  
To express our basic needs to familiar adults e.g., ask to go to the toilet, etc.

### Physical Development

To use lots of different ways of moving with increasing fluency and control  
To climb over, under and through obstacles  
To show good pencil control when mark making and drawing  
To use cutlery and other one-handed equipment e.g., paintbrushes/scissors

### Understanding the World

To talk about changes that have happened to us throughout our lives  
To talk about our families and people in the community and their roles  
To become more aware of the past linked to ourselves and our families and how it has changed  
To talk about what we can see in pictures of the past  
To make detailed observations of the world around us thinking about our senses- feel, hear, see, smell  
To begin to explore the natural world  
To talk about how different people celebrate  
To begin to use stories and pictures to talk about differences in life in other countries

### RE: The Way, the Truth & the Life - God's World

- To become aware that God made them to be part of his family and that everyone else is part of it
- To know that God made us to know and love him.
- To show our love for God by helping one another.
- To be aware that God has given us gifts so that we can show his love to others.
- To know that God's greatest gift to us was his only son Jesus and respond to it
- To have the opportunity to respond to God's gift of Jesus.

## Reception Autumn Term 2 Topic: Toys Through this topic we will be learning...



### Expressive Arts and Design

To use various tools for artwork and design e.g., playdough tools  
To select our own art and design materials to create with  
To recount and retell familiar stories with our friends and adults through small world/ role play  
To begin to recreate familiar stories (with adult support)  
To recount and retell familiar stories with our friends and adults through small world/ role play  
To role play imaginary scenarios linked to experiences  
To know some popular songs and sing them supported by an adult  
To listen and respond to sounds  
To sing with others and supported by an adult

### Communication and Language - Listening, Attention and Understanding

To demonstrate good listening behaviours  
To follow simple instructions (with two or more parts) reliably  
To engage in story times  
To join in with familiar songs and rhymes (repeated refrains and sing by heart)  
To wait and take turns in conversation

### Speaking

To begin to share my ideas with familiar adults  
To talk to others (adults and children)  
To use talk to organise my thoughts  
To listen to and talk about stories, rhymes, and non-fiction  
To learn new vocabulary

### Literacy Development - Writing

To write some lower-case letters correctly  
To write some upper-case letters that I know (e.g., name, Mum, Dad, sibling name)  
To identify known letters to match initial sounds (phase 2 phonics)  
To match phase 2 letters and sounds  
To write CVC words and labels e.g., c-a-t  
To write simple labels and to begin to write simple captions  
To say a simple sentence for writing (oral and count words)

### Comprehension

To retell the key events in stories  
To begin to recall facts from non-fiction  
To understand new vocabulary  
To talk about what has happened in the story so far and anticipate what might happen next

### Word Reading

To match most of the phase 2 letters and sounds  
To say the phase 2 sounds in CVC words  
To begin to blend the sounds together  
To segment and blend CVC words  
To read most of the phase 2 tricky words  
To begin to read simple phrases and sentences e.g., the cat and the dog

### Mathematical Development - Number

To count objects, claps, movements up to 10  
To link numerals with cardinal value – last number said  
To start to show how numbers can be made up – composition on 2,3,4 and 5 e.g., 1 and 3 is 4 and know there is more than one way of doing this

### Numerical Patterns

To count to 10 by rote  
To compare manipulatives (e.g., saying when one tower is bigger/smaller)  
To find one more/ one less using resources  
To continue and copy patterns and to create our own patterns  
To select, rotate and manipulate shapes to solve puzzles and problems e.g., through a range of jigsaws

