

Reception HALF-TERM OVERVIEW Autumn 1 2022

	5 th Sept	12 th Sept	19 th Sept	26 th Sept	3 rd Oct	10 th Oct	17 th Oct
Theme	Transition	Transition	All about me & being in school	Caring	Feelings	Inquiry	Harvest Little Red Hen
PSED	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p> <p>Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants</p>						
Communication & Language	<p>Listens to familiar stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Is able to follow directions (if not intently focused)</p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</p> <p>Beginning to understand why and how questions</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p>						
Physical Development	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Can wash and can dry hands effectively and understands why this is important</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>						
Literacy	<p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words, songs, poems and rhymes</p> <p>Claps or taps the syllables in words during sound play</p> <p>Hears and says the initial sound in words</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p>					<p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing</p>	

		recognisable letters in sequence, such as in their own name
Maths	<p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group</p> <p>May enjoy counting verbally as far as they can go</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Uses some number names and number language within play, and may show fascination with large numbers</p> <p>Begin to recognise numerals 0 to 10</p> <p>Subitises one, two and three objects (without counting)</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Links numerals with amounts up to 5 and maybe beyond</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities</p> <p>Beginning to recognise that each counting number is one more than the one before</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p>Responds to and uses language of position and direction</p> <p>Predicts, moves and rotates objects to fit the space or create the shape they would like</p> <p>Shows awareness of shape similarities and differences between objects</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks</p> <p>Creates their own spatial patterns showing some organisation or regularity</p> <p>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recalls a sequence of events in everyday life and stories</p>	
Understanding the World	<p>Shows interest in the lives of people who are familiar to them</p> <p>Recognises and describes special times or events for family or friends</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p> <p>Shows care and concern for living things and the environment</p> <p>Plays with a range of materials to learn cause and effect</p>	

Expressive Arts & design	<p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Continues to explore colour and how colours can be changed</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Uses tools for a purpose</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Plays alongside other children who are engaged in the same theme</p>
RSE	<p>RSE Solution Lesson 1</p> <p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p>Vocabulary - feelings, comfortable, uncomfortable</p>
RE	<p>Core Questions</p> <p>What is right? What is wrong? What is true? (Religious and traditional stories from around the world / laws / school and family rules)</p>