

Reception – All About Me – Autumn 1

Phonics

- Children are taught their Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk
- By the end of Autumn 1, pupils should be able to:
 - Read single-letter Set 1 sounds (first 16)

Literacy

What Makes Me a Me?

- Talk about themselves, their family and things that make them unique
- Use new vocabulary linked to feelings, identity and belonging
- Listen attentively and respond to simple questions
- Give meaning to marks made through drawing and early writing
- Attempt to write their name and simple labels using phonics knowledge

Kipper's Birthday

- Talk about familiar experiences such as birthdays and celebrations
- Sequence events from a simple story using pictures or talk
- Join in with repeated words and phrases
- Use talk to describe events in the correct order
- Write simple captions or labels related to the story

Owl Babies

- Identify and talk about characters' feelings and emotions
- Use emotional vocabulary (e.g. worried, happy, safe)
- Join in confidently with repeated phrases
- Answer simple questions about what happens in the story
- Express feelings through drawing, mark-making or simple sentences

Goldilocks and the Three Bears

- Listen to and engage with a traditional tale
- Retell parts of the story through role-play or small-world play
- Use descriptive and comparative language (big, medium, small)
- Identify main characters and settings
- Attempt to write words or simple sentences linked to the story

Maths

Match, Sort and Compare

- Match objects by colour, size, shape or type
- Sort objects into groups using given or chosen criteria
- Identify similarities and differences between objects
- Compare quantities using language such as same, different, more and fewer
- Explain their thinking using simple mathematical language

Talk About Measures

- Use everyday language to describe size, length, weight and capacity
- Compare objects using vocabulary such as big/small, long/short, heavy/light, full/empty
- Explore measurement through play using non-standard units
- Make simple comparisons and talk about what they notice

Talk About Patterns

- Recognise simple repeating patterns
- Copy and continue simple patterns using objects or actions
- Describe patterns using everyday language
- Create their own simple repeating patterns

Trips/Events/Visitors- Harvest Festival			
<u>Understanding the World</u> <u>Seasons of the Year-Autumn</u> - Recognise that it is Autumn and identify key seasonal changes - Talk about changes they see in the natural world (weather, leaves, clothing) - Use simple vocabulary related to Autumn (e.g. cold, windy, falling leaves) - Observe and comment on seasonal changes during outdoor learning <u>Our School and My Route to School</u> - Recognise familiar places within the school environment - Talk about different people who help them at school - Describe how they travel to school using simple language - Begin to understand that people travel to school in different ways <u>My Past, Present and Future</u> - Talk about things that have happened in the past (e.g. when they were younger) - Describe things that are happening now - Share simple ideas about things they would like to do in the future - Use basic time-related language	<u>Expressive Art and Design</u> <u>Naming, Recognising and Using Primary Colours</u> - Name and recognise the primary colours (red, yellow, blue) - Select colours intentionally for a purpose - Explore colour mixing to create new colours - Talk about the colours they use and notice changes when colours are mixed <u>Self-Portraits (Van Gogh and Picasso)</u> - Talk about themselves and their facial features - Explore paint and tools to create a self-portrait - Use colour and line to represent themselves - Talk about similarities and differences between portraits - Show awareness that artists have different styles <u>Making Houses</u> - Use a range of materials to create simple models - Join, stack or combine materials to make structures - Talk about their own home and different types of houses - Use imagination to represent real-	<u>Physical Development</u> <u>Elmer</u> - Move confidently in different ways, including running, jumping and balancing - Show improved coordination when travelling in different directions - Use imagination to move in response to a story theme - Control their body when stopping, starting and changing direction - Begin to follow simple rules and instructions in physical activities - Work independently and alongside others safely <u>Mini Beasts</u> - Perform a range of movements inspired by mini beasts (e.g. crawling, stretching, hopping) - Develop strength and balance through controlled movement - Show awareness of space and others when moving - Combine movements with increasing control and coordination - Demonstrate perseverance and enjoyment in physical challenges - Talk about how their body feels before, during and after exercise	<u>Personal, Social and Emotional Development</u> <u>Building Relationships</u> - Form positive relationships with adults and peers - Play cooperatively, taking turns and sharing resources - Use words to express their feelings and needs - Show sensitivity to the feelings of others - Begin to resolve conflicts with adult support - Follow classroom rules and routines - Demonstrate confidence to try new activities - Show respect for similarities and differences between people

such as before, now and later <u>Families-Who Lives With Me?</u> ▪ Talk about the people who live with them ▪ Recognise that families can be different ▪ Show respect for similarities and differences between families ▪ Use talk, drawings or role-play to represent their family <u>Facial Features</u> ▪ Identify basic facial features (eyes, nose, mouth, ears) ▪ Talk about similarities and differences between people ▪ Begin to recognise that everyone looks different ▪ Use mirrors, drawings or models to explore facial features <u>Body Parts-Brain, Lungs and Heart</u> ▪ Identify basic body parts including the brain, lungs and heart ▪ Talk about what these body parts help us to do in simple terms ▪ Recognise that their body helps them to move, breathe and think ▪ Show curiosity about how their body works <u>The Five Senses</u> ▪ Name the five senses ▪ Use their senses to explore the world around them	life experiences through modelling <u>Music-Me</u> ▪ Join in with singing and musical activities confidently ▪ Explore sounds using their voice and body ▪ Respond to music through movement and actions ▪ Recognise changes in pitch and tempo through listening and singing <u>Traditional Rhymes</u> ▪ Once I Caught a Fish Alive ▪ This Old Man ▪ Five Little Ducks ▪ Five Little Speckled Frogs ▪ Pat-a-Cake ▪ Join in with familiar rhymes and songs ▪ Use actions and movement to match words and rhythm ▪ Count along with songs and respond to repeated patterns ▪ Develop confidence performing with others		
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▪ Describe what they can see, hear, smell, taste and touch ▪ Talk about their experiences using simple descriptive language			
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