

Understanding the World

To know about my own life-story
To know how I have changed
To know about family structures and talk about who is part of their family
To identify similarities and differences between themselves and peers.
To know the name of the town the school is in.
To know about features of the immediate environment.
To know that there are many countries around the world.
To ask questions about the natural environment.
To respect and care for the natural environments



Reception Autumn 1 Skills Map

Maths

To be able to count to 5 through songs and rhymes.
To be able to use objects to make and show numbers.
To be able to use language such as bigger, smaller, longer, shorter, taller etc... to compare size.
To be able to name the days of the week.

Communication & Language

Able to sit in a circle and wait their turn to speak.
Repeats modelled sentences.
Begins to direct their speech to an adult.
Interacts with peers during play responding to direct
Understand basic who, what, where, when questions for comprehension

Expressive Art & Design

To name colours and experiment with mixing.
To create simple representations of people and objects.
To draw and colour with pencils and Crayons.
To role-play using given props and costumes to act out narratives.
To explore different techniques for joining materials (Glue Stick)
To know how to work safely and hygienically
To use non-statutory Measures (spoons, cups)
To use some cooking techniques (pouring, combining, stirring, using a blender).
To sing and perform nursery rhymes.
To join in with singing assemblies.
To experiment with different instruments and their sounds.
To talk about whether the like or dislike a piece of music.
To create musical patterns using body Percussion.
To learn and perform simple poems with support.

Literacy

To use pictures to tell stories
To sequence familiar stories
To independently look at book, holding them the correct way and turning pages
Be able to recognise their name (self-registration, peg label, book bag).
Be able to read taught Set 1 sounds
To be able to blend sounds together in order to read CVC words (Set 1 sounds)
Be able to write their name (by copying)
Begin to write some Set 1 sounds
Be able to orally blend sounds together to make words
Be able to identify initial (and end) sounds and write them

Physical Development

PE: Fundamental Locomotive Skills

Practice and refine movement skills they have already acquired
Develop small motor skills to use tools independently and safely
Attempt to manage own hygiene
To develop strength and stability of body
To explore in moving in different ways

How you can help at home

Welcome to Reception!

This term we will be teaching your child to develop their independent skills. You can support them by encouraging them to dress themselves (including shoes, buttons and coats) as well as learning how to use cutlery to cut food and feed themselves.

In autumn term, we teach the children about the Zones of Regulation that help them to name and explore different emotions. At home, you could encourage your children to 'check-in' with their feelings just like we do in schools by asking them how different things make them feel and being open with them about how things make you feel too. In school we will be teaching the children phase 1 phonics skills including oral blending (pushing sounds together to make a word) and segmenting (breaking down a word into the sounds). To support these skills to develop, we encourage you to play games like 'I spy' and Fred Games (further information to follow).

Once children feel confident with these skills, they may begin to show an interest in writing sounds they learn and even begin to write initial sounds in words or simple words. At home you could encourage your child's writing by asking them to write a menu or shopping list where they write single words for meaning. Additionally, draw your child's attention to words or letters in their environment. For example, Lego has a capital 'L'. It is expected that you read to your child every night and once we start sending home levelled books, that your child reads these to you each night too. The most important thing you can do to help your child's development is talk. T

he more you talk to your child and expose them to new vocabulary and stories, the more they will practice their attention, listening and speaking skills which will mean they understand more. In addition to this document, we will suggest possible home learning ideas on Class Dojo throughout the year too.

Personal, Social & Emotional Development

Selecting and using resources in their new classroom setting
Getting used to new routines & rules.
Building relationships with adults & peers in the setting.
To identify and express their feelings
To identify how to moderate these feelings emotionally and socially
To explore different coping strategies to help regulate emotions
To explore different facial expressions and what they mean