

 <p style="text-align: center;">Reception Autumn Term 2 2022</p> <p style="text-align: center;">Abracadabra</p>	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<ul style="list-style-type: none"> ☺ Continue to build relationships with both children and adults ☺ Discuss how we are special and begin to see ourselves as a valuable individual ☺ Become more confident in new social situations ☺ Talk about our feelings – how do we feel and why? ☺ Begin to consider the feelings of others and how their behaviour can affect them ☺ Talk about what we are afraid of and how we can help each other ☺ Share toys and take turns 	<ul style="list-style-type: none"> ☺ Clever Finger (fine motor) activities to strengthen finger and hand muscles – using tweezers, threading etc ☺ Playdough activities ☺ Make large and small movements with mark making material – indoors and outdoors ☺ Introduce cursive handwriting style ☺ Encourage mark making in all areas of the curriculum ☺ Children to have access to a range of tools to develop fine motor strength skills – pencils (triangular and non-triangular), crayons, felt tips, chalk ☺ Develop scissor skills – correct hold, open/close, snips in paper (use of different scissor types to aid skill development) ☺ Develop all areas of strength, balance and co-ordination – Trim Trail area, bikes, trikes and push cars, balance logs ☺ Dress and undress for PE, putting on and fastening coats 	<ul style="list-style-type: none"> ☺ Retell familiar stories ☺ Sequence familiar stories, knowing they have a beginning, middle and end ☺ Be confident to ask and answer questions ☺ Know how to be a good speaker and listener, referring to our talk guidelines ☺ Continue to add to and revisit new vocabulary ☺ Use puppets and props in the reading area to act out stories ☺ Join in with repeated refrains in stories, simple rhymes and songs
Literacy	Mathematics	Understanding of the World	Expressive Art and Design
<ul style="list-style-type: none"> ☺ Learn how to retell a story ☺ Learn some words by sight – the, to, I, no, go – and learn how to spell them ☺ Learn to write our names, trying to use the correct letter formation ☺ Learn Phase 2 sounds in daily phonics ☺ Blend some sounds for reading and writing ☺ Have opportunities for mark-making in all areas of the learning environment ☺ Begin to write simple sentences and lists using our knowledge of sounds ☺ Read weekly with an adult and with a group, and talk about what we have read ☺ Look at and respond to a range of different texts eg stories, information texts, poems and rhymes ☺ Join in with repeated refrains in familiar stories 	<ul style="list-style-type: none"> ☺ Learn numbers through songs and rhymes ☺ Solve simple problems by counting altogether ☺ Learn to touch count from 1-10 and beyond ☺ Learn to count forwards and backwards, and recognise numbers from 0-10 and beyond ☺ Match amounts to numbers from 1-10 ☺ Explore how numbers are made up of smaller numbers eg 3 is 2 and 1 ☺ Learn the properties of circles, triangles, rectangles and squares, and recognise the shapes in everyday objects ☺ Use positional language to describe the position of objects ☺ Say what is 1 more and 1 less than a number up to 10 ☺ Talk about night and day, and use language relating to the passing of time eg day, night, morning, afternoon, today, tomorrow 	<ul style="list-style-type: none"> ☺ Understand that some places are special to members of their community – mosque & church ☺ Recognise that people have different beliefs and celebrate special times in different ways – Diwali & Christmas ☺ Understand the effect of changing seasons on the natural world around them – Autumn ☺ Explore senses when exploring outside (what they can see, hear and feel) ☺ Talk about natural materials outdoors and changes in materials – water to ice ☺ Look at photos & pictures of how Christmas was celebrated in the past 	<ul style="list-style-type: none"> ☺ Choose colours and brushes to paint pictures of witches, bats & cats. ☺ Use different collage materials to make a winter scene and cut, tear, stick and draw with increasing control. ☺ Print with different resources e.g. pressing, dabbing, overlapping, including using hands, fingers, knuckles, fruit/vegetables, objects and fabrics with different textures or surfaces, hard and soft, natural objects ☺ Manipulate clay to make a Diva lamp ☺ Work imaginatively with the small world & different construction materials ☺ Sing nursery rhymes and counting songs together

