

Reception Autumnn Term 2						
Communication and Language		Physical Development		PSED		
Listening, Attention,Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
Social Rules of Listening Understands the expectation of listening carefully.	Voice (physical) Has confidence to express themselves using their voice.	Control: Shows increasing control and awareness, for example, beginning to draw people (head with legs). Shows further control, for example, drawings include squares, rectangles and circles, crosses, and letters. Controls some letter shapes well, for example, stick letters and caterpillar letters are formed correctly. Some lower-case letters are formed correctly. Shows control to hold and play instruments.	Control: Shows improved spatial awareness. Is aware and follows safety rules, for example, not running near the climbing frame area. Can move body parts in response to music (stamping and clapping). Negotiates obstacles when running in a large space.	Behaviour: Shares resources independently some of the time. Respects the property of the setting and those belonging to others.	Confidence <i>Confidently asks adults for help. Welcomes and values praise for achievements.</i>	Relationships/co-operation <i>Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</i>
Listening, retelling, recounting and performing Learns songs as a whole-class to present to others. Begins to repeat familiar refrains in stories, e.g. “Run, run as fast as you can, you can’t catch me, I’m the Gingerbread Man.”	Social rules of speaking Uses their manners when speaking to adults in the classroom setting. Raises hand to speak during carpet sessions.	Dexterity: Increasing dexterity, for example, uses/holds scissors correctly or uses a knife and fork with support/modeled by an adult. Dexterity and strength allows children to squeeze, roll, and pinch playdough. Uses medium brushes.	Hand-eye co-ordination: Improved hand–eye coordination, for example, can now catch a large ball. Can throw a soft ball into a bucket.	Awareness of own feelings: <i>Expresses their own present emotions.</i>	Resilience Completes an activity for a sustained period	Play Initiates play, offering cues to friends to join me
Listening and Learning Can answer simple questions.	Vocabulary and how concepts are expressed through words Begins to retell stories in their play. Learns songs as a whole-class to present to others. Explains something using simple sentences, including ordering, stating what happened and what might happen.	Balance: Shows increasing balance by, for example, balancing on one foot and can hop confidently, using a balance bike, scooter etc.	Strength: Demonstrates better core strength by balancing on one foot or on a plank and can sit comfortably in a school chair.	Other’s feelings (empathy): The child can recognise simple emotions in others.	Making Choices Enjoys the responsibility of carrying out small tasks.	Attachments Forms relationships with friends and familiar adults.
Listening to follow instructions Can answer simple questions.	Begins to use words to organise and sequence events.	Flexibility: Has dominant hand for writing. This hand shows increasing flexibility.	Becomes increasingly aware of the space around them and what they can do in the space.	Challenge: Understands expectations and structure of question-and-answer and conversation. For example raises hand to speak during carpet sessions or waits for turn to speak when another person is speaking.	Following Rules Meets the classroom behaviour expectations with support and guidance.	Aware of own needs Starts to be able to identify simple emotions and how they can affect them, e.g., happy, sad, angry.
Demonstrates good listening through increased interaction.	Starts to link simple sentences.	Uses a wider range of equipment to make more-refined shapes and marks, models and construction.		Engagement: Follows simple repetitive daily routines with support.	Personal Health Remove their own jumper. Goes to the toilet and is clean and dry throughout the day. Independently washes their hands with soap and water without reminders. With encouragement, children will make healthy choices about food, drink, sleep and physical activity.	Sensitivity to other’s needs Follows simple instructions and requests.
	Uses some irregular plural nouns, e.g., “men”, “teeth”.			Increasing ability to share, recognises emotions of self and shows good manners.	Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.	Initiates play, recognises some emotions better and follows instructions.
						Jigsaw Link: Celebrating Difference
Literacy				White Rose Maths		
Word Reading (Anima Phonics)	Comprehension	Handwriting	Composition	Number Block 3- It’s Me 1,2,3	Number Block 5-1, 2, 3, 4, 5	Shape Block 4- Circles and Triangles
Phase 3 <ul style="list-style-type: none"> Oral blending Sounding out and blending with 28 new GPCs New Common Exception words (Rainbow Words): is, me, was, my, of, Revision of Phase 2 	Tells a story to a friend.	I can begin to form some lowercase letters using the letter formation rhymes to help.	Writes some recognisable letters to communicate meaning.	-Find 1, 2, 3 -Subitise 1, 2, 3 -Represent 1, 2, 3 1 more 1 less Composition of 1, 2, 3	-Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1-5	-Identify and name circles and triangles -Compare circles and triangles -Identify shapes in the environment -Describe position
	Will ask for help when they do not understand a word.	Stick Letters: l, i, t, u, y, and j	Writes the initial sound of words.			Block 6- 4 Sided Shapes -Identify and name shapes with 4 sides -Combine shapes with 4 sides -Identify shapes in the environment -My Day and Night
	Recognises and joins in with predictable or repetitive phrases.	Mantis letters:r, n, m, p, h, b, k	Writes CVC words using phase 2 sounds.			
	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.	Curly Caterpillar Letters c, o, a, d, e, g, q, s, and f				
		Has dominant hand for writing.				
		Can copy shapes, letters and numbers				

			Expressive Arts and Design	
Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
<p>Chronology and Sequencing Remembers and talks about significant events in their own experiences.</p> <p>Knows the names of the days of the week and their order.</p> <p>Understands their birthday celebrates the day that they were born.</p> <p>Knows when their birthday is.</p> <p>Historical Enquiry Knows people in the school environment and their roles: Head Teacher, site manager, office manager, school cook.</p> <p>Similarities and Differences Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport. Understands that not everyone celebrates the same celebrations, but how we celebrate are similar.</p> <p>Starts to talk about the passage of time and understands significant events in their own timeline.</p>	<p>Religious Education Understands that not everyone celebrates the same festivals, but how we celebrate is similar; special foods, decorations, music, special clothes, gifts etc. (Diwali-Hindu, Christmas/ Birthdays- Christian)</p> <p>Takes an interest in and comments on unknown objects, exploring their; textures, mass, colour, moving parts etc</p> <p>Locational Geography Creates different play environments -beach, city, forest, etc, in small-world play with support, naming their features; trees, river, mountains etc.</p> <p>Geographical Knowledge Knows that some places are far away, and we cannot walk there.</p> <p>Similarities and Differences Makes observations of landscapes in photos, books, and videos.</p> <p>Knows some features of a different environment and what makes it different.</p>	<p>Working Scientifically Comments on unknown objects, based on their own exploration.</p> <p>Observes and talks about the changes in objects over a period (melting).</p> <p>Similarities and Differences Foci: Observation of change.</p> <p>Notices an immediate change, feeling the wind pick up, getting sunny. Observes and talks about the changes in nature they notice- Autumn.</p> <p>Starts to talk about changes like the weather/ season.</p>	<p>Art- Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make. Marks recognisably represent an object (people with head, arms, and legs). Drawings include squares, rectangles and circles.</p> <p>Painting Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour Explores mixing colours and observes the changes. Distinguishes between colours and names them.</p> <p>Multimedia Manipulates malleable materials to create shapes. Selects from a variety of resources to use in collage based on personal choices and criteria. 'Its pink , I like pink'.</p> <p>DT- Design Creates items of personal interest. Uses the environment/images to support the decision of what to create</p> <p>Technical Knowledge Knows how to and can join construction pieces together to build and balance.</p> <p>Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Imagination and Creativity Develops preference for forms of expression.</p> <p>Creates movement in response to music.</p> <p>Sings to themselves and makes up own songs.</p> <p>Engages in imaginative role play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops.</p>