

Personal, Social and Emotional development

- Rules and routines, introduced to class helper, certificates and dojos. Discuss how we adapt behaviour to different events/ situations. Can children explain why we need to behave and how we have to change behaviour in certain environments and what could happen if we didn't? etc.
- Play - build up an activity (selecting resources)/ play in a group, initiates play and conversations with children and adults, responds appropriately, forms some good relationships, responds well to praise, shows confidence in new situations, takes turns and shares and asks for help.
- Communicate freely about home and community - talk about why they are super and their family, friends and community are super!
- Enjoys the responsibility of carrying out tasks - why have you enjoyed doing...?
- Think about the feelings of themselves and others - How do you think... feels? When have you felt...? Why? Stories/ role play/ scenarios - look at how actions and words can hurt others.
- Superhero party - party games - understanding rules and feelings.

Communication and Language

- To develop listening skills - large groups, small groups, 1:1. Can listen to stories and rhymes attentively, recalls main events, makes predications, joins in with repeated refrains (voices, instruments, phrases) and answers simple how and why questions, children can ask each other and adults questions.
- Follows simple instructions/ directions - get the blue balls and put them in the yellow bag.
- Understands the use of objects, verbs and vocabulary - mind mapping.
- Prepositions - Carrying out an action or selecting the correct picture - under, on, top, behind
- Speak in more complex sentences using 'and' and 'because' to extend ideas.
- Recalls past events in the correct order - what did we do this morning? In PE? Etc.
- Children can explain what is happening in a situation and can predict what could happen next.
- Questions why things happen and gives explanations - who, what, when, why, how.
- Uses a range of tenses and extends vocabulary in relation to experiences.
- Choose 4 children for Talk Boost.

Understanding the World.

- Shows an interest in the lives of others- finding out about each other and their teachers.
- Remembers/ talks about events. Recognises and describes special events for family/ friends.
- Shows an interest in occupations and ways of life.
- Recognises similarities and differences between friends and family and what makes them unique.
- Comments and asks questions about where they live and the natural world.
- Talks about things they observe - plants, animals, found object etc.
- Talk about why things happen and how things work, developing an understanding of growth, decay and changes. Shows care and concern for living things.
- Knows how to operate simple ICT games and equipment.
- Shows an interest in real ICT objects and computers.

Physical development

- Moves with confidence - slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully - negotiating spaces and obstacles and adjusting speed.
- Uses alternative feet when mounting stairs and climbing. Walks down stairs with 2 feet on each step, whilst carrying an object.
- Can stand on one foot, catch a large ball, use one handed tools/ equipment.
- Can tell an adult when they're hungry, tired, need rest or want to play - How do you know? Observes the effects of activity on the body - what happens when...?
- Understands why equipment and tools have to be used safely and demonstrates.
- Gains more bladder and bowel control and can attend toileting needs i.e. the whole process of going to the toilet - wiping, flushing, washing hands etc.
- Can dress and undress with some help.
- Pincer pencil grip with good control. Draws lines and circles. Can copy some letters. Uses scissors (cutting skills practise).

Literacy

- Complete Phase 1 assessments. Focus on Phase 2 SATPIN.
- Writing - over writing, underwriting, copy writing, independent writing, writing name.
- Alliteration, Rhyming and rhythmic activities.
- Listens and joins in with stories, poems and songs. Makes predications. Recalls key events and describes characters, settings and events - shows an interest in print in books and environment.
- Stories - aware of how stories are structured - what happened in the beginning? Middle? End? What was the problem? Solution? Good characters? Bad characters? Etc.
- Recognises own name, certain words and logos.
- Looks at books independently, handles with care, follows/ is aware that we read from left to right, top to bottom, holds books the correct way up and turns pages.
- Gives meaning to marks they make or see - drawing, painting, writing (recounts, facts, story tasks).
- Talk4writing introduction through nursery rhymes and actions with stories.

Reception

Autumn Term 1 Superhero Me!

*Starting school/ 30-50months assessments and Phase 1 assessments.



Mathematics

- Uses number names and recites numbers to 10 in order.
- Counts objects in a set and matches numbers to these.
- Represents numbers using fingers, marks on paper (number formation) and pictures. Counts movements.
- Compares 2 groups of objects - more, less, the same.
- Shows an interest in simple number problems and numbers in the environment.
- Separate a group of 4 objects in different ways but knows the total is still the same.
- Plays with shapes/ objects and makes arrangements with them, talking about shapes using round, tall etc.
- Recognises shapes in the environment and similarities.
- Uses shapes appropriately to task i.e. drawing/ making a face.
- Uses positional language - see C&L.

Expressive arts and design

- Joins in with dancing, ring games and songs.
- Moves rhythmically, imitates and creates movement in response to music.
- Listens to music - Uses movement to express feelings/ mood.
- Copies and creates simple repeated rhythms and explores how sounds can be changed.
- Realises tools can be used for a purpose.
- Using construction - building, balancing, constructing, stacking, joining etc.
- Role play - imitates adults, uses experiences and props to make up stories.
- Notices what an adult does to achieve a planned effect - Painting, printing, colouring, drawing, finger painting, explore colour, exploring/ describing textures, portraits, making instruments