

## Prior's Mill CE Primary School Reception Autumn Term (Development Matters)



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Personal, Social and Emotional Development	Physical Development	Communication & Language	
<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others</li> <li>• See themselves as a valuable individual</li> <li>• Manage their own needs (toileting, handwashing, support when dressing and undressing)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Learn rhymes, poems and songs</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> </ul>	
Understanding the World	Expressive Arts and Design	Literacy	Mathematics
<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play</li> </ul>	<ul style="list-style-type: none"> <li>• To write own name</li> <li>• To read individual letters by saying the sounds for them in line with Little Wandle teaching</li> <li>• To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• To spell words by identifying the sounds and then writing the sound with letter/s to write cvc words and phrases.</li> <li>• To read some common exception words (is, I, to, the, as, and has, his, her, go, no, into, she, he of, we, me, be)</li> <li>• To form lower-case letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To count objects and actions</li> <li>• To compare length</li> <li>• To continue, copy and create repeating patterns</li> <li>• To represent, compare and explore the composition of, 1, 2, 3, 4</li> <li>• More and less</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (2D)</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• To link the number symbol (numeral) with its cardinal number value.</li> </ul>