



# Reception Curriculum Information

## Autumn Term



Dear Parents and Carers,

This term, we will cover the following areas as part of the  
Early Years Foundation Stage Curriculum.

As with all our work in Reception, a strong emphasis is placed on practical activities to develop the children's learning, linking to children's interests.

### Personal, Social and Emotional Development

- To take account of what others say.
- To ask questions of others.
- To become confident to speak to others about own needs, wants, interests and opinions.
- Can describe themselves in positive terms and talk about abilities.
- To understand that own actions affect other people.
- To be aware of the boundaries set, and of behavioural expectations within the setting.

### Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Explores the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences.
- Introduce a storyline or narrative into their play.

### Physical Development

- Experiments with different ways of moving.
- Negotiates space successfully when playing racing and chasing games.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

### Literacy

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Begins to read words.
- Enjoys an increasing range of books.
- Gives meaning to marks they make as they draw, write and paint.
- Links sounds to letters.
- Uses some clearly identifiable letters to communicate meaning.
- Writes own name.
- Activities linked to "Letters and Sounds" Phases 1 and 2 as appropriate.

<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Recognises some numerals of personal significance, e.g. their own age, their house number etc.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Selects the correct numeral to represent 1 to 5.</li> <li>• Counts up to three or four objects 1:1.</li> <li>• Begins to count beyond 10.</li> <li>• Uses language of "more" and "fewer" to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Begins to use names for flat 2D shapes and terms to describe shapes.</li> <li>• Selects named shapes.</li> <li>• Describes their relative position ie behind, next to, in front of.....</li> <li>• Uses common shapes to re/create patterns and build models.</li> <li>• Orders and sequences familiar events, e.g. their school day.</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Knows some of the things that make them unique, talks about similarities and differences in relation to family and friends.</li> <li>• Enjoys joining in with family routines.</li> <li>• Looks closely at similarities, differences, patterns and change. Notices changes in the environment as summer ends and autumn begins.</li> <li>• Completes a simple program on a computer.</li> <li>• Knows how to operate simple equipment.</li> <li>• Shows an interest in technological toys/real objects.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Builds a repertoire of songs and dances.</li> <li>• Explores different sound of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>
<p><b>Religious Education</b></p>	<p>Discussions based around questions such as;</p> <ul style="list-style-type: none"> <li>• Why do we say thank you to God at Harvest time?</li> <li>• How do we celebrate Jesus' Birthday?</li> <li>• Why do Christians perform nativity play at Christmas?</li> <li>• What makes us special/unique?</li> </ul>