

### Communication and Language

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.  
Two-channelled attention – can listen and do for short span.  
Respond to simple instructions and respond to instructions involving a two-part sequence.  
Use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'  
Use language to imagine and recreate roles and experiences in play situations.  
Use vocabulary focused on objects and people that are of particular importance to them.

### Literacy

Listen to stories with increasing attention and recall.  
Continue a rhyming string.  
Link sounds to letters, naming and sounding the letters of the alphabet.  
Handle books carefully.  
Give meaning to marks they make as they draw, write and paint.  
Write own name and other things such as labels, captions.

### Physical Development

Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, or pulls up zipper once it is fastened at the bottom.  
Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  
Experiment with different ways of moving  
Hold pencil near point between first two fingers and thumb and use it with good control.  
Handle tools, objects, construction and malleable materials safely and with control.

### Personal, Social and Emotional Development

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  
Confident to talk to other children when playing, and will communicate freely about own home and community.  
Initiates conversations, attends to and takes account of what others say.  
Aware of the boundaries set, and of behavioural expectations in the setting.  
Can usually adapt behaviour to different events, social situations and changes in routine.  
SEAL: Can describe self in positive terms and talk about abilities.

#### R.E.: We are Special

To learn that each person is unique and special  
To learn that Christians believe that God loves everyone  
To know that we should treat everyone we meet as special

### AUTUMN TERM 1 Objectives Someone Special Reception

### Mathematics

Recognise numerals 1 to 5 and beyond  
Count objects by saying one number name for each item.  
Count objects to 5, and begin to count beyond 10.  
Select the correct numeral to represent 1 to 5 and beyond then objects.  
Show interest in shape by sustained construction activity or by talking about shapes or arrangements.  
Use familiar objects and common shapes to create and recreate patterns and build models  
Orders two items by weight, height or capacity.

### Understanding of the World

Investigate the class name and develop a sense of belonging.  
Develop an understanding of growth, decay and changes over time.  
Look closely at similarities, differences, patterns and change.  
Remember and talk about significant events in children's own experiences.  
Enjoy joining in with family customs and routines.  
Recognise and describe special times or events for family or friends.  
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
Shows interest in different occupations and ways of life.  
**Computing**  
Knows how to operate simple equipment e.g. turn on CD player and use remote control.  
Complete a simple program on a computer.  
**Food for Life**  
*Where does our food come from?*  
Investigate different types of foods we eat.  
Explore food preferences.  
Grow and harvest our own fruits and vegetables.

**Engage:**

**Express:**

### Expressive Arts and Design

Explore and learn how sounds can be changed.  
Begin to build a repertoire of songs  
Use various construction materials  
Explore what happens when children mix colours.  
Create simple representations of events, people and objects.  
Engage in imaginative role-play based on own first-hand experiences.  
Play alongside other children who are engaged in the same theme.