

## Personal, Social and Emotional Development

*Show confidence in new situations*  
*Confident to speak in familiar group*  
*Confident to try new activities*

Sharing, taking turns

Talk about feelings

Getting to know my peers, teachers, classroom and the Year R learning environment.

Learning class routines; sitting on the carpet, tidying up, lining up, stopping and listening.

Establishing daily routines; taking register, ordering lunch, getting ready for lunch/home times, story times.

Making new friends.

Changing and dressing

## Communication and Language Development

*Listens to stories with increasing attention and recall.*  
*Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.*  
*Learns new vocabulary*

Listening as a class and group and understanding why listening is important

Communicating freely, initiating conversation particularly in role play and small world.

Getting to know each other.

Begin to answer simple 'why' questions.

## Physical Development

*Holds a pencil and uses it effectively*  
*Experiments with different ways of moving*  
*Negotiates space successfully*  
*Move in range of ways*  
*Understands use of objects eg scissors /tools*

Playdough

Pegs

Cutting

Threading

Puzzles

Using pencils, pens, felt tips, chalks with a good grip

Cars and tracks

Large construction

Bikes and scooters

## Understanding the World

*Completes a simple programme on a computer.*  
*Talks about the things they have observed.*

Building with different construction resources.

Sound walk

Using the class computers – getting to know different programs.

Discussion of ourselves, school, home

What is the same/different?

# Autumn Term Getting to know you

We begin the school year by developing a class identity.

We look at the Golden Rules and talk about how we should behave in school. We spend a lot of time getting to know routines. We also spend time getting to know each other..

We will talk about the importance of hygiene especially hand hygiene.

## Literacy

*Beginning to be aware of how a story is structured and suggest how the story might end.*

*Knows information can be relayed in the form of print*

*Read individual letters by saying the sounds for them*

*Uses vocabulary influenced by stories*

*Gives meaning to marks they draw/write or paint.*

*Uses clearly identifiable letters to communicate meaning.*

Phonics – daily sounds and letters

Reading:

Reading familiar words.

Sharing and enjoying books.

Writing:

Mark making and writing on paper and whiteboards, in sand and other materials using a variety of media.

## Mathematics

*Knows that numbers identifies how many are in a set.*  
*Recognises numerals in the environment*  
*Orders two or three items by length or height*  
*Counts objects, sounds and actions.*

Counting objects up to 10/20 saying one number name for each object.

Playing with and ordering number cards.

Sing number nursery rhymes and songs

Number puzzles.

Playing with 2D and 3D shapes to make models and pictures.

Making shapes with playdough and other resources

Begin to recognise small amounts without counting

## Expressive Arts and Design

*Uses various construction materials.*  
*Selects appropriate resources to represent own ideas.*  
*Explores the different sounds in instruments.*  
*Explores colours and how colour can be changed.*

Portrait painting

Playing in the role - play house

Cutting and sticking our class logo

Using different media; paint, chalks, playdough, printing, etc

Colour mixing

Songs and dances

Musical instruments and games

Using simple tools to create masterpieces!

## Ways to help at home:

Encourage your child to dress and undress themselves (particularly those tricky socks and shoes).

Use a knife and fork at mealtimes.

Share books together, discussing what you can see in the pictures and what might happen next. Encourage your child to turn the pages and know which is the beginning/end of the book.