

Communication and Language Development • Learning new vocabulary linked to our books and stories • Listening on a 1-1 basis and begin to listen during whole class sessions • Following instructions to carry out activities • Begin to understand 'how' and 'why' questions • To take turns in a conversation with an adult or a friend • To talk about their own experiences in a group and listen to others' responses	Personal, Social and Emotional Development We will be learning through our Jigsaw PSHE scheme- (Being Me in My World) 'Who am I and how do I fit?' • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means Focusing on- Building relationships, following the class rules and managing feelings • Develop the confidence to choose activities and express wants and needs effectively • Follow the class rules and routines • Working as part of a group or with a talking partner to share ideas • Begin to form positive relationships with peers and adults • Begin to accept the needs of others and can take turns and share resources • To share their ideas with others • Begin to Self- Regulate by expressing their feelings and consider the feelings of others Jigsaw	Physical Development Gross motor • Develop gross motor skills such as balancing, riding, ball skills, climbing... • Start taking part in some group activities which they make up for themselves, or in teams Fine Motor • Show a preference for a dominant hand • Snip and cut in a straight line with scissors more confidently • Complete more complex threading activities • Accurately copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes • Draw a more detailed person with arms, legs, a head, feet and hands • Managing their own hygiene and personal needs • Start to eat independently and learn how to use a knife and a fork • To begin to talk about ways to keep healthy and safe e.g. a healthy snack
Understanding the World Describe what they see, hear and feel using their senses Me and My Family <u>Unit 1 Me</u> 1. My face in nature. <u>Unit 2 My family</u> 1. To understand what makes my family unique 2. To understand how life has changed over time for members of my family. <u>Unit 6 Difference</u> 1. To identify key features of my appearance 2. To identify differences between my appearance and others'	<u>Chambersbury Primary School</u>  Autumn 1 Reception Theme- All About Me and My Family 	Expressive Arts and Design • Focusing on placing and arranging linked to topic • Experiment with a variety of resources and materials deciding what to use and make • Remember and sing their favourite nursery rhyme or song • Explore musical instruments and begin to copy different rhythms.
Literacy • Listen with interest when being read to during small groups • Re-tell stories and narratives using their own words and new vocabulary during discussions about stories, non-fiction, rhymes and poems, anticipating key events • Use new vocabulary with increasing confidence when playing with peers and in role play • Recognise own name and other familiar signs such as logos • Group words with the same initial sounds • Recognise rhyming words, Count or clap syllables in a word • Show a preference for a dominant hand • Copy a cross, circle, horizontal and vertical straight lines and square from prewriting shapes accurately • Write some or all of their name • Write some letters accurately	Mathematics • Count accurately to 5 • Show the correct number of objects to match a given number up to 5 • Count 1:1 correspondence up to 5 • Begin to subitise to 3. • Know that numbers identify how many objects are in a set • Compare two groups using language 'more' and 'fewer' • Compare objects by size/shape • Use and understand positional language 'in-front, behind, on, under and in' • Extend and create an ABAB pattern	