



Reception (EYFS) Autumn 1 – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?



ENGLISH

- To know how to hold a book and where to start reading.
- To know what a title of a book is and use this to predict events.
- To listen to and understand the story Mum in a Million.
- To identify the story setting.
- To know the meaning of the author and illustrator.
- To make a prediction based on a title page.
- To listen to and understand the story Owl Babies.
- To identify the story setting.
- To identify and talk about the characters in the story.
- To write a label for each character.
- To understand a story has a beginning, middle and end.
- To use pictures to sequence a story.
- To identify how the owls are feeling at the beginning and why.
- To write a label to describe how the owls are feeling.
- To talk about why the owls are happy at the end.
- To make a prediction based on a title page.
- To listen to and understand the story Elmer's colours.
- To write label Elmer's colours.
- To identify the story setting.
- To write a label for a story setting.
- To identify the story characters.
- To understand and give reasons for how Elmer was feeling.
- To describe Elmer.
- To talk about the story beginning, middle and end.
- To use pictures to sequence the story.
- To listen to and understand the story The Gruffalo.
- To identify the story setting.
- To write a label for the story setting.
- To talk about words that rhyme.
- To match rhyming words.
- To talk about the story beginning, middle and end.
- To use pictures to sequence the story.
- To talk about the characters in the story.
- To write labels to describe the Gruffalo character.
- To identify alliteration words.

MATHEMATICS

- To count aloud in ones.
- To understand language of positional language.
- To use positional language.
- To recognise circle shapes and understand a circle properties.
- To recognise triangle shapes and understand triangle properties.
- To understand objects can be sorted into groups.
- To sort objects according to size.
- To sort objects according to colour.
- To use words to discuss how to sort a group of objects.
- To understand we can compare groups of objects.
- To compare groups of objects.
- To find a matching pair of objects.
- To find a matching pair using shape patterns.
- To understand what capacity is. (How much a container holds).
- To use words to compare capacity. (Full, half full, empty).
- To understand what mass is.
- To use words to compare mass. (Heavier, lighter).
- To copy a repeated (AB) pattern.
- To continue a repeated pattern.
- To create a repeated pattern.
- To identify representations of 1, 2 and 3.
- To match number names with the numeral 1, 2 and 3.
- To count to 3 objects in different arrangements.
- To understand when counting, the final number is the total.
- To understand what is meant by subitise.
- To subitise up to 3 objects.
- To make marks to represent 1, 2 and 3.
- To compare quantities using the language of more than.
- To compare quantities using the language of fewer.
- To compare quantities using the language of same.
- To understand as we count on the number is one more.
- To understand as we count back, the number is one less than the previous.
- To understand numbers are made of smaller numbers.
- To explore language of whole number.
- To explore language of parts of a number when composing number 3.

SCIENCE

- To use our senses to identify things around us in an outdoor space.
- To know and name are different seasons.
- To talk about what happens to trees and the environment in Autumn.
- To talk about the weather experienced in Autumn.
- To understand that we can grow food to eat. To talk about how food is harvested.

HISTORY and GEOGRAPHY

- To talk about the house(s) I live in.
- To talk about people in my house who keep me safe.
- To talk about people in the community.
- To identify places in our local community.
- To talk about the role of farms and farmers and how this impacts on our lives.
- To understand talk about old and present farm vehicles.

RELIGIOUS EDUCATION

- To talk about what we like.
- To talk about what in the world we think is wonderful.
- To know there are places in the world people regard as wonderful.
- To know that we can be a creator.
- To discuss how some people think the world had a creator.
- To discuss how people can keep the world wonderful.
- To understand how people celebrate Harvest.

PSHE

- I understand how it feels to belong.
- I understand 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.

PHYSICAL EDUCATION

- To explore walking.
- To begin to walk efficiently.
- To explore walking in different pathways and to explore relationships with others.
- To experience sustained walking following a route and instructions.
- To explore marching.
- To apply walking to a game.
- To develop a preference of a and to use to write.
- To develop a tripod pencil grip.

Music – To listen to, respond to and find a pulse in Pat-A-Cake. To listen to, respond to and find a pulse in 1,2,3,4,5! To listen to, respond to and find a pulse in This Old Man. To listen to, respond to and find a pulse in Five Little Ducks. To listen to, respond to and find a pulse in Five currant buns. To listen to, respond to and find a pulse in the Name Song.

Computing – To identify and talk about familiar technology. To understand what an avatar is. To use drawing program to draw a picture. To use a mouse touchpad to select tools on a laptop. To complete a simple program.