

### Key Texts

Pete The Cat - Rocking in my School Shoes.  
The Colour Monster.  
Goldilocks and The Three Bears.  
Peace at Last.  
The Little Red Hen (T4W)  
Room on the Broom.  
Christopher Pumpkin.

### Literacy/ CAL

**Reading focus:** Join in with stories, rhymes and songs, join in with a range of different texts, nursery rhymes and poems.

**Writing focus:** Mark making, forming letters/drawing, hearing sounds as they write, link sounds to letters when writing, begin to learn to write their name.

**C&L:** Learning to listen carefully and why this is important. Engage in storytime. Builds new vocabulary reflecting learning experiences. Use new vocab in play and conversation.

### Physical Development

**Fine motor** - use scissors, paintbrushes, cutlery, tools with increasing control.

Show increasing accuracy and care when drawing.

Dough disco.

**Gross Motor** - Experiment with moving in different ways, testing out ideas and managing risk.

Squiggle whilst you Wiggle.

### PSED

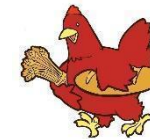
Manage needs in the new classroom environment - selecting activities, tidying away, looking after resources and each other.

Use areas of the classroom appropriately - eg reading area, malleable area, snack table and using the toilet independently.

Begin to identify and moderate their own feelings socially and emotionally, seeking help if needed.

Build respectful relationships with peers, lunchtime staff and teachers

## Reception. Autumn 2 Focus Areas.



### Numeracy

Recites numbers 1-10 forwards and backwards.

Counts objects, actions and sounds to 5.

Counts up to 5 objects from a larger group.

Matches numeral to a group of objects to show how many there are 0-5.

Arranges numerals from 0-5 in order.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

### Expressive art and design

Begin to build a selection of songs and dances.

Introduce a storyline or narrative to their play.

Able to name a variety of colours.

Use colours for a purpose.

Use materials and collage to create artwork, describing what the resources represent and their texture.

### Understanding the world

Talks about members of their own family and people in the community.

Joins in with family celebrations and events.

Knows that there are similarities and differences between themselves and others.

Explore the natural world around them.

Complete a simple programme on an electronic device.