

<u>Personal Social and Emotional Development</u> <u>Jigsaw</u> <u>Autumn 1</u> Being Me in My World <u>Autumn 2</u> Celebrating Differences RELATIONSHIPS - Build constructive and respectful relationships. PERSONAL HYGIENE - Manage their own needs. EMOTIONS - Express their feelings and consider the feelings of others.	<u>Communication and Language</u> The development of children's spoken language underpins all seven areas of learning and development LISTENING - Understand how to listen carefully and why listening is important – learn what listening looks like. VOCABULARY – Build up a range of vocabulary. STORIES - Engage in story times talking about what they hear. TALK - Listen to and talk about stories to build familiarity and understanding. DESCRIBE - Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how they sound.	<u>Physical Development</u> <u>Gross Motor Skills</u> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Combine different movements with ease and fluency. <u>Fine Motor skills</u> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes	<u>Literacy</u> <u>BOOKS WE EXPLORE</u> Talk 4 Writing book – A Squash and a Squeeze Talk 4 Writing book – Little Red Hen <u>Phonics - LITTLE WANDLE</u> READING Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. WRITING I can segment sounds in words and blend them together Spell words by identifying the sounds and then writing the sound with letter/s.
<u>CHARACTERISTICS OF LEARNING</u> How we learn and play in reception PLAYING AND EXPLORING Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. ACTIVE LEARNING Participate in routines Begin to predict sequences because they know routines. CREATING AND THINKING CRITICALLY Take part in simple pretend play. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.	 Reception Curriculum Map Autumn Term 2026 Me Myself and I  <u>Expressive Arts and Design - Reception</u> <u>ARTISTS TO EXPLORE</u> Reception artists – Mona Lisa by Leonard Da Vinci/ Reception artist - The Beauty of Dance by Leonid Afremov Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in my pretend play. <u>CHARANGA – MUSIC SCHEME</u> Me My Stories <u>Understanding the World</u> Exploring ourselves, our families, local and wider communities and people who help us I understand the effect of changing seasons on the natural world around them – AUTUMN/WINTER Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of my community. Describe what they see, hear and feel whilst outside. FESTIVALS/CELEBRATIONS Diwali, Guy Fawkes Night, Hannukah, Advent, Christmas		<u>Mathematics</u> Count objects, actions and sounds Subitise – know the number without counting Compare numbers Link the number symbol with its number value Continue, copy and create repeating patterns Compare length, weight and capacity <u>Mastering maths</u> Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more/ fewer than Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20
<u>How can you help at home?</u> - Ask your child about their school day - what have you learnt today? (refer to the timetable attached) - Hear your child read aloud several times a week - Keep asking questions and discussing your children's learning with them at home		<u>Homework:</u> - At least 3 reads a week - recorded in their reading record - Letter formation phonic sheets - once a week	