

Maths

Numbers

- Develop a deep understanding of 1-5.
- Verbally count to at least 10.
- Use number songs and rhymes to investigate relationships between numbers.

Numerical Patterns

- Verbally say which group of objects has more or less.
- Spot patterns in number play such as doubles, bonds to make 5, odd and even numbers.

We will also cover:

- Shape – talking about shapes as we make shape pictures or build 3d models.
- 2D shape naming and comparing
- Measuring using cubes
- Measuring capacity – using language such as full, empty.
- Finish a repeating pattern of 2 colours or 2 shapes.

Communication and Language

Listening, Attention and Understanding

- Understand how to listen carefully and know why it is important.
- Listen to the needs and wants of peers e.g. “Can I have a turn with that toy next?”
- Follow simple instructions e.g. “Get your water bottle.”

Speaking

- Be confident to participate in 1:1 discussion then talk in front of small groups and their teacher offering their own ideas.
- Talk to familiar adults e.g. class teacher, TAs.
- Express ideas, feelings need and wants with adults.
- Take part in discussions about family and experiences.
- Learn and use new vocabulary from stories shared and modelled play.
- Develop social phrases in line with social norms e.g. good morning.

Expressive Arts and Design

Creating with Materials

- Experiment mixing with colours.
- Create simple representations of people and objects.
- Explore printing using different resources e.g. sponges
- Begin to investigate and use a range of tools appropriately e.g. paintbrush, dabbers, stamps.
- Experiment with form and texture when modelling with playdough and clay to make Diyas.
- Begin to show increasing control over one handed tools.

Being Imaginative and Expressive

- Begin to sing and perform nursery rhymes as a whole class.
- Learn and perform new repetitive or ‘to the tune of’ songs
- Listen to a range of nursery rhymes.
- Keep a steady beat with body percussion and untuned percussion instruments.
- Identify, explore and control untuned percussion instruments.
- Create actions to a steady beat.
- Explore role play areas and begin to initiate stories with new peers
- Retell well known stories.



Some Quality Texts We Will Share

Nursery rhymes
Little Red Hen
We’re Going on a Bear Hunt
The Christmas Story
Alma’s Art

Rosie’s Walk
Rama and Sita
Owl Babies
Stickman
Squiggles on the Loose

Events and Topics We Will Cover

Events:

Harvest Festival
Black History Month
Grandparent’s Day
Diwali
Remembrance Day
Mental Health Day
Christmas

Topics:

Who Am I?
My Family and Me
Journeys
Celebrations
Nocturnal Animals

Reception Autumn 2026

Safari and Rainforest Classes

'We Are Mark Makers!'

Spanish

- Learning greetings in Spanish (Hola, Adios)
- Acknowledging languages spoken in other countries during register times (e.g. Hola, Czesch, Ni Hao)

Understanding the World

Past and Present

- Know about their own life story and how they have changed e.g. “I used to go to nursery, now I go to big school”.
- Talk about things that have happened in the past e.g. yesterday
- Begin to add events to our class year book that will help us to remember all the things we have done.

People, Culture and Communities

- Know about features of the immediate environment.
- Map journeys to school.
- Begin to learn about different cultures and celebrations e.g. harvest
- Explore what qualities make a good friend

The Natural World

- Understand the terms ‘same’ and ‘different’.
- Look out for signs of the season
- Discuss how they have changed since being a baby e.g. “I used to crawl, now I can walk”.



Computing Links

- Drag and drop objects on an iPad.
- Understand how to switch technology on and off.
- Be able to talk about how we use an iPad.
- Understand how to use technology safely and for a purpose.



Literacy

Comprehension

- Independently look at a book, hold it the correct way and turn the pages.
- Use the pictures within a book to tell a story.
- Sequence familiar stories.
- Talk about favourite stories.
- Enjoy using the classroom book-corners to access books, talk about books and share books with peers
- Begin to choose a book to take home and share with their family.

Word Reading / Phonics

- Begin to segment and blend sounds together to read short words.
- Say sounds when seen.
- Say the initial sound for words.
- Join in with group/individual segmenting and blending e.g. s-a-t = sat.
- Find their name on labels and coat pegs for example.
- Learn the sounds for each phase 2 grapheme (see Little Wandle Website)
- Learn to read phase 2 tricky words (see Little Wandle website)

Writing

- Give meanings to the marks made e.g. when labelling a picture or writing messages.
- Take part in oral story telling.
- Form some recognisable letter shapes using a tripod grip.
- Access writing tools for a variety of purposes e.g. writing a message, creating a map.
- Write initial letters for words.
- Begin to segment and spell CVC words such as dog, cat, man, sit.

Personal and Social Development

Self-Regulation

- Follow one step instructions.
- Recognise different emotions and understand how people show emotions e.g crying may mean someone is sad.
- Focus during short whole class activities.

Managing Self

- Wash hands and use the toilet independently.
- Put on their own coat.
- Explore different areas of the Reception department.
- Begin to build on a positive growth mindset and understand how to ask for help.

Building Relationships

- Seek support from adults and gain confidence to speak to new friends and adults.
- Begin to form relationships with new class members.

Physical Development



Reception have PE on Tuesday and Thursday. Swimming will be on a Wednesday

Gross Motor Skills

- Move and stop safely in a space.
- Continue to develop overall body strength through activities that support co-ordination, balance and agility.
- Strengthen muscles in preparation for fine motor activities that involve using small tools.
- Begin to use a range of apparatus outdoors e.g. climbing frame.

Fine Motor Skills

- Use a tripod grip, in a dominant hand, when using mark making tools.
- To hold scissors with an accurate position including handling them safely when carrying them to the table.
- Support and demonstrate use of cutlery.
- Drawing images using lines and circles.