



Physical Development

- To take off and put on shoes, socks/tights, jumpers, aprons and coats.
- To develop fine motor skills with classroom tools and activities.
- To develop confidence when using cutlery at lunchtimes.
- To move with confidence in a variety of ways.
- To explore different large and small scale movements.
- To hold a pencil effectively.

Mathematics

- To count reliably up to 10 everyday objects.
- To say and use number names in order in familiar contexts.
- To know that numbers identify how many objects are in a set.
- To recognise numerals 1-10.
- To use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
- To begin to explore 'Numicon'.

Building Learning Power (BLP)

We will be meeting Incy Independent, our first learning hero!
Incy tries to do things on his own and has great stickability!



Understanding the World

- To identify and talk about special things, people and places in their lives.
- To understand differences between themselves and others.
- To explore and investigate a range of objects and materials.
- To learn about harvest.
- To know how bread is made and describe changes they see.
- To know about the season of Autumn and observe changes in the environment.
- To know how to use the computer, iPad and interactive whiteboard to navigate simple games and programs.

I'm a miracle...that's me!



Personal, Social and Emotional Development

- To become settled at school and to become familiar with the reception team.
- To take ownership of their learning and to access different areas of the learning environment.
- To develop confidence and independence particularly in coming into school and in taking responsibility for their belongings (just like Incy Independent!).
- To know how to keep safe at school.
- To learn how to take turns.
- To understand the school Golden Rules and why we have them.



Expressive Arts and Design

- To learn and perform new songs and sing them from memory.
- To develop creativity and imagination in model making, painting, construction activities, role play, small world play and much more!
- To explore and learn about colour mixing.
- To explore a range of different media.

Communication, Language and Literacy

- To listen and respond to a variety of stories.
- To retell a well known story.
- To know that print carries meaning and to recognise key words in the environment.
- To discriminate between different sounds made in the environment, by musical instruments and the voice.
- To recognise rhyme.
- To hear initial letter sounds in words.
- To explore mark making with different media and ascribe meaning to their marks.
- To recognise and write own name.
- To begin to recognise letters and say the sound that they make.

Values: Our value for this term will be '**Resilience**'.

This outlines the curriculum coverage intended for the half term. This topic guide may be amended at times to enable us to follow the interests and abilities of the children as well as 'one offs'. Tapestry is a great way for us to find out about your child's interests! We hope to have this up and running very soon!