

On Entry/baseline Assessments (1, 2, 3)  
Dev Matt – 3&4yrs Children in Reception  
Topic themes  
Phonics based Learning (4, 5 , 6, 7)  
Nursery Rhyme Time (2,3)  
Autumn & Harvest (4, 5, 6, 7)

**Communication and Language**  
ELG: Listening, Attention and Understanding Speaking  
Listening and responding to Nursery rhymes and stories (2, 3, 6, 7)  
Learn and Use new vocabulary.  
Describe events in some detail.  
Engage in story times.  
Listen to and talk about stories to build familiarity and understanding.  
Listen carefully to rhymes and songs, paying attention to how they sound.  
Learn rhymes, poems and songs.  
Introduce classroom rules and routines (2, 3)  
Understand how to listen carefully and why listening is important.  
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
Develop social phrases  
Autumn Detectives (4)  
Ask questions to find out more and to check they understand what has been said to them.  
Articulate their ideas and thoughts in well-formed sentences.



**WOW events!**

Starting school  
Harvest Festival  
Autumn Detectives



**Expressive Arts and Design**  
ELG: Creating with Materials Being Imaginative and Expressive  
Autumnal Colour mixing (4)  
•Explores colour and colour mixing (3&4yrs)  
Daily–Phonics based crafts  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
Daily–Ongoing provision/role play  
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills.  
Develop storylines in their pretend play.  
PE–Movement/Dance (4, 5, 6, 7)  
Listen attentively, move to and talk about music, expressing their feelings and responses.  
Nursery Rhymes (2, 3) Charanger (4–7)  
Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.

**Personal Social and Emotional Development**  
ELG: Self-Regulation Managing Self Building Relationships  
Transition week (1, 2, 3, 4)  
Introduce/set classroom rules and routines (1, 2, 3)  
Make class charter (4)  
See themselves as valuable individuals.  
Build constructive and respectful relationships.  
Manage their own needs.  
ELG MS (ongoing throughout the year)  
Explain the reasons for rules, know right from wrong and try to behave accordingly.  
ELG BR (ongoing throughout the year)  
Work and play cooperatively and take turns with others;  
Form positive attachments to adults and friendships with peers.



Autumn One



**Understanding the World**  
ELG: Past and Present People, Culture and Communities The Natural World  
Nursery Rhymes from the past, open discussions/objects/use/meaning (2, 3)  
Compare and contrast characters from stories, including figures from the past.  
ELG know some similarities and differences between things in the past and present now, drawing on their experiences and what has been read in the class.  
Harvest/ Harvest festival/little Red Hen (6)  
Understands that some places are special to members of their community.  
Talk about members of their family and immediate community.  
Season work, changes open discussions/Autumn Walk/Hibernation (4, 5, 6)  
Explore the natural world around them.  
Understands the effects of the changing seasons on the natural world around them.  
Describes what they see, hear and feel, whilst outside.  
ELG explore the natural world around them, making observation, and drawing pictures of animals and plants .  
ELG Understands some important processes and changes in the natural world around them, including the seasons and the changing states of matter.

**Physical Development**  
ELG: Gross Motor Skills Fine Motor Skills  
PE Movement and Dance (4, 5, 6, 7)  
Outdoor Equipment (1, 2)  
Revise and refine fundamental Movement skills they have already acquired.  
Progress towards a more fluent style of moving, with developing control  
ELG Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  
Daily–Handwriting sessions  
Develop small motor skills, using tools competently and safely.  
Daily– Ongoing provision  
ELG Use a range of small tools, including scissors, paint brushes and cutlery; – Begin to show accuracy and care when drawing.  
Daily–Carpet sessions  
Use core strength.  
Daily–Encourage self Care  
Develop skills they need to manage the school day successfully.

**Literacy**  
ELG: Comprehension Word Reading Writing  
Little Wandle Phonics Programme–Phase 2 (4, 5, 6, 7)  
Read individual letters by saying the sounds for them.  
Develop their phonological awareness– clap syllables and hears initial sounds (3/4 yrs)  
Nursery Rhymes (2, 3)  
Autumn Stories/Percy the park Keeper/We’re going on a leaf hunt/Hedgehogs (4, 5, 6, 7)  
Understand key concepts about print (3/4 yrs)  
Engage in extended conversations about stories learning new vocabulary (3/4 yrs)  
ELG Anticipate (where appropriate) key events in stories.  
Daily Handwriting (4, 5, 6, 7)  
Write some or all of their name (3/4 yrs)  
Write some letters accurately (3/4 yrs)  
Ongoing provision  
Show print and letter knowledge in their early writing (3&4yrs).

**Mathematics**  
ELG: Number Numerical Patterns  
Individualised numeracy  
White Rose Maths scheme (4, 5, 6, 7)  
Numbers to 3 (3/4 yrs).  
Match and sort  
Counts objects actions and sounds.  
Subitise.  
Compare numbers.  
Link the numeral with the cardinal number value.  
Weighing flour/bread making (6)  
compare weights.  
Repeating patterns (7)  
Continue repeating patterns.