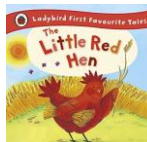
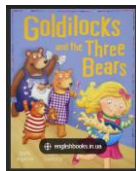
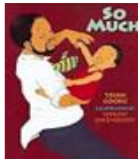
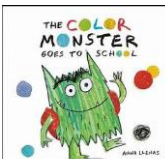


What are we learning?   Autumn Walks Making Bread Harvest Wild Tribe	Key Themes and books  Where Do I Belong? Key Themes Starting school and new beginnings. Learning about ourselves, our families and where we belong. Making friends and exploring our feelings and emotions. Learning about our bodies, health and self-care. Exploring our school and local community. Noticing Autumn and seasonal change. Key Information We will learn about ourselves and what makes each of us unique. We will talk about our families, the people who are special to us and what it means to belong. We will explore our feelings and emotions and learn about our bodies and simple ways to keep ourselves healthy. We will think about how we have grown and changed, explore our school and local community and notice changes in the natural world as Autumn begins. They will also learn that there are people in our community that help to keep us safe. This will help us when we learn about: Animals including humans when we are in KS1	Key Vocabulary Key Vocabulary – Reception Words we are learning in 'Where Do I Belong?' unique Everyone is one of a kind.  identity Who we are and the things that make us 'us'.  community People who live, learn or work together.  relationship The connections we have with family, friends and others.  included Feeling welcomed and part of a group.  respect How we treat other people, their feelings, homes and belongings.  responsibility Our role in looking after ourselves, others and our classroom.  emotion The feelings we have.  confident Believing in ourselves and having courage to try new things.  cooperate Working together and helping one another.  environment The places and surroundings where people and animals live.  seasonal Changes that happen in the seasons throughout the year.  ★ We use these words in our stories, conversations and learning every day! ★
Personal Social and Emotional Development Express feelings: Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. Manage behaviour: Understand behavioural expectations of the setting. Increasingly follow rules understanding why they are important. Self-awareness: Know what they like and do not like.	Reception Autumn Term 1 2026  	Maths- Mastering Number (NCTEM) Match, sort and Compare. Talk about measures and patterns (white Rose). Number: Count objects, actions and sounds. Subitise – recognise a small number of objects without counting. Match objects that are the same and identify objects that are different Match objects by colour, size and shape. Sort objects into groups. Recite numbers in order and begin to count beyond 5. Numerical Patterns: Compare amounts using the language 'more than', 'fewer than', 'the same as' and 'equal to'. 

Understands that there are responsibilities in the classroom to follow and expectations for behaviour.

Independence:

Can independently organise themselves in the morning e.g., bookbag in box, coat on peg, water bottle in box, name card on tree, vote for book.

Can manage their own personal hygiene e.g., going to the toilet and hand washing.

Collaboration:

Interested in others play and starting to join in.

Knows we work together to follow the class responsibilities.

Social skills:

Build constructive and respectful relationships.

Engage in positive interactions with adults and peers.

Play with one or more children, extending and elaborating play ideas

Revisit/ ongoing throughout the year

Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary

Listen to others, speak to peers and adults and engage in discussions in a positive way.

Communication and Language

Listening: Understand how to listen carefully and why listening is important.

Listen to and engage in story times, songs, rhymes and poems.

Listen to others during small-group and whole-class discussions.

Attention: Maintain attention during an activity.

Listen and respond appropriately to adults and peers.

Respond: Respond to what they hear with relevant comments and questions.

Begin to take part in back-and-forth conversations with adults and peers.

Understanding: Follow simple instructions.

Ask questions to find out more and check their understanding.

Speaking: Speak in increasingly well-formed sentences to express ideas, feelings and experiences.

Develop and use social phrases.

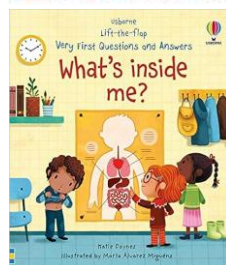
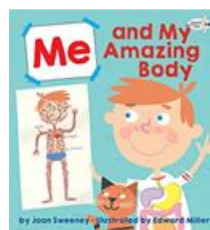
Use talk to organise play and share ideas with others.

Learn and use new vocabulary through stories, conversations and play.

Revisit/ongoing throughout the year: Learn and use new vocabulary in different contexts.

Learn rhymes, poems and songs.

Develop confidence to listen, take turns and contribute to conversations.



Compare size, mass and capacity.

Explore, copy and continue simple patterns.

Begin to create their own simple patterns.



Vocabulary:

Number, zero, one, two, three to ten, none, How many? is the same as, equals, balances, as many as more, larger, bigger, greater, biggest, most, less, fewer, smaller, smallest, least, guess, nearly, close to, about, just over, just under, too many, too few, enough, not enough

Understanding The World

Chronology: Talk about members of their immediate family and the relationships between them.

Name and describe people who are familiar to them.

Talk about their own life story and how they have changed since they were a baby.

Begin to compare characters and events from stories with their own experiences.

Respect: Recognise that they are unique and special.

Talk about the features of their own family and recognise that families can be different.

Begin to understand similarities and differences between themselves and others.

Mapping: Explore our school and its immediate environment.

Begin to use simple maps and visual representations, e.g. classroom maps, story maps and maps of the outdoor area.

Talk about where they live and their journey to school, noticing familiar features and landmarks.

Begin to develop knowledge of North Petherwin and the local area.

Communication: Talk about their immediate environment using observations and newly introduced vocabulary.

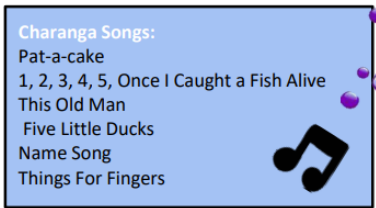
Describe what they can see, hear and feel when outside.

Talk about the changing seasons and begin to recognise signs of Autumn.

Observation: Explore the natural world around them.

Make observations of plants and animals and draw pictures of what they observe.

Sustainability: Show respect and care for the natural environment and living things.

Physical Development Gross Motor: Confidently and safely use a range of large and small apparatus indoors and outdoors. Develop overall body strength, coordination, balance and agility. Revise and refine fundamental movement skills including running, jumping, hopping, skipping and climbing. Fine Motor: Develop the skills needed to manage the school day successfully, including mealtimes, personal hygiene and changing independently. Develop fine motor control and coordination through a range of purposeful activities. Use a range of tools with increasing control, including pencils, paintbrushes, scissors and cutlery. Develop the physical foundations needed for writing through Squiggle While You Wiggle and other fine motor experiences. Revisit/ongoing throughout the year: Continue to develop overall body strength, balance, coordination and agility through indoor and outdoor play. Develop increasing confidence, control and accuracy when using a range of tools and equipment.	Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers 	Expressive Art and Design Creating with Materials: Explore and use a range of materials to create pictures, models and constructions. Create self-portraits, family pictures and transient art linked to our learning. Explore colour, texture, pattern and different ways of making marks. Use a range of tools and techniques to join materials, including glue and tape. Create collaboratively, sharing ideas, resources and skills. Talk about what they have created and how they made it.
Literacy Emergent Writing: Understand that writing communicates meaning and that our thoughts and ideas can be written down. Use drawing and purposeful marks to communicate ideas. Talk about what they have drawn or written. Begin to write or copy their name. Composition: Use talk to develop and organise ideas. Orally compose ideas before writing. Share ideas about characters, feelings and experiences through stories and discussion. Adult scribing may be used to capture children’s orally composed ideas. Spelling: Orally segment simple words into sounds. Begin to apply taught phonics to represent sounds in writing. Handwriting: Develop the physical foundations needed for writing. Develop increasingly accurate formation of taught letters. The Literacy Tree – So Much!: Talk about characters, feelings and family experiences. Orally compose ideas and messages linked to family.	Ways to support at Home • Encourage lots of physical activity such as running, climbing, balancing, throwing and catching. • Encourage your child to practise writing their name, using a capital letter at the beginning and lower-case letters for the rest. • Look out for numerals 0–9 in the environment and practise recognising them. • Use everyday opportunities to develop mathematical understanding, e.g. counting objects, comparing amounts, noticing patterns and talking about size, length, mass and capacity. • Share your child’s reading and library books regularly. Talk about the characters and events, make predictions and discuss new vocabulary. • Provide a range of drawing, mark-making and writing materials and encourage writing for a purpose, e.g. lists, cards, labels and messages. • Share family and baby photographs and talk about family members, special people and how your child has grown and changed. • Talk about where you live and your journey to school, noticing familiar places and landmarks within the local community. • Explore the natural world together. Talk about what you notice and encourage your child to ask questions about the world around them. • Notice and talk about signs of Autumn and seasonal change.	

Represent ideas through drawing and early mark-making, with adult scribing used to capture children’s orally composed ideas. Comprehension Listen to and engage with a range of stories, non-fiction, rhymes and poems. Talk about characters, settings and key events in familiar stories. Join in with repeated refrains and familiar parts of stories. Talk about what might happen next. Understand that print carries meaning and that English text is read from left to right and top to bottom. Know the difference between text and illustrations. Develop and use new vocabulary encountered through books and stories. Word Reading Follow Little Wandle Letters and Sounds Revised – Phase 2. Learn the taught grapheme–phoneme correspondences (GPCs). Read individual letters by saying the sounds they represent. Use sound talk and oral blending to hear and blend sounds in words. Begin to blend taught sounds to read simple words. Read taught tricky words. Practise reading books matched to their secure phonic knowledge.	 • Talk about healthy choices and ways we can look after our bodies. • Talk about different jobs and the roles of familiar people within your family, school and local community.
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