

# All About Me

## Writing

Begin to form recognisable letters.  
Develop a good pencil grip.  
Begin to write letters and say what they mean.  
Busy Finger activities:  
Threading, playdough, pegs, beads and tweezers, rubber bands and foam cylinders.



## Expressive Arts and Design

Construct with a purpose in mind, using a variety of resources.  
Create simple representations of events, people and objects.

## Role Play

Introduce a storyline or narrative in their play.  
Play alongside other children who are engaged in the same theme.

## Reading

**The Story Machine**  
**The Rainbow Fish**

Suggest how a story might end.  
Listen to stories with increased attention and recall.  
Look at books independently.  
Hear and say the initial sound in words.

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\* Making friends and learning names \*  
\* of new children in Reception. \*  
\* Following Reception routines. \*  
\* Class Rules. \*  
\* Being kind to each other. \*  
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## Communication and Language

Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'  
Use language to recreate roles and experiences in play situations.  
Link statements and stick to a main theme or intention.

## The World

Looks at changes in seasons from Summer to Autumn.  
Knows some of the things that make them unique and can talk about friends and family.  
Interact with age-appropriate computer software.

## Mathematics

Recite number names in order up to 20.  
Recognise numerals 1-10 and begin to recognise numerals to 20.  
Match numeral and quantity correctly.  
Order and sequence familiar events.

## MFL

Respond to simple instructions in the target language  
Ordering fruit and vegetables. Role-play at the market  
Saying 'please' and 'thank you'.

## Physical Development

Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.  
To catch a large ball.  
Jump off an object and land appropriately.

## PSED

Show confidence in asking adults for help.  
Aware of the boundaries set, and of behavioural expectations.  
Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and adults.

## RE

Sharing our beliefs and practices

## Phonics

Phase 2 sounds  
Beginning to blend and segment simple vc and cvc words e.g. at, in, sat, tin.