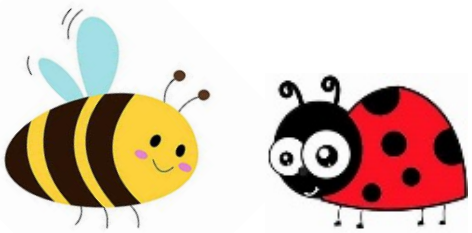
All About Me



Reception Classes
Autumn Term 1
2026

Early Writing

Engage in physical activities designed to prepare children for writing: sweeping, large scale mark making with paints and crayons on floor and easels, tracing in tuff trays with glitter, sand, shaving foam etc, threading , using malleable materials to squash and squeeze, climbing, using bats and balls, dancing with ribbons.

Share known rhymes and learn new

Show a preference for a dominant hand

Assigning meaning to mark making during independent and adult small group supported activities

Create patterns that are linked to developing letter formation

Drawing pictures and discussing them

Finding and saying initial sounds for words writing them in line with phonics teaching to label images

Use focus vocabulary in play during extended conversations

Create extended narratives in their play with small world

Attempting to form letters in own name

Following RWInc. letter formation and rhymes to record newly learned phonics during phonics sessions. Revisit linked letters.

Move any children with a fisted or Palmar Supinate grip towards Digital Pronate / 4 finger grip.

Science

- Labelling parts of the face and body
- Thinking about our senses and how listening and looking are important to learning
- Exploring the changing season outside
- Thinking about growing up

Beginning to think about the weather and what we need to wear to learn through play outside.

Early Reading

Develop their phonological awareness to:

Spot rhymes in familiar stories and poems with prompts.

Recognise words with the same initial sound as the taught sounds for this half term (see phonics below)

Begin to read individual letters by saying the sounds for them as the taught sounds for this half term (see phonics below)

• Begin to use sound buttons to identify how many sounds are in a word (masdtpin words).

Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Begin to read CVC words containing known letter-sound correspondences

Listen to familiar stories to develop understanding and enjoyment.

Phonic Graphemes

week 2 - s, a, t, p

week 3 - i, n, m, d

week 4 - g, o, c, k

week 5 - ck, e, u, r

week 6 - h, b, f, l

Understanding of the World

- Where do I live?
- What makes me the same/different?
- What do I like?

Communication and Language

- Talking about me and my family
- Exploring stories together
- Asking questions
- Talking to new people and beginning to express our needs to others

Expressive Arts and Design

- Self portraits
- Creating faces using different materials
- Singing as a group
- Using props in our own play
- Developing a narrative in our play

- Exploring the school community and then the wider community of Bognor Regis – what is special about where we live?	- Developing our own stories through play - Learning and using new story vocabulary - Listening and responding to others	- Making houses using construction equipment

Social and Emotional Development Express some feelings (although they may be unable to name or recognise them) through their behaviour and play, including excitement and anxiety, guilt and self-doubt Begin to consider the feelings of others in the setting. Realise that their actions have an effect on themselves, and others. Bring their own interests into the setting. Become aware of the similarities and differences between themselves and others Enjoys a sense of belonging through being involved in daily tasks Sit when asked on the carpet for learning time and recognise this is a time to be still and quiet. Understanding why class rules are important and try to follow them with increasing independence. Be increasingly independent in meeting their own care needs especially washing hands before eating and after using the toilet Know the names and functions of some parts of the body – arm, leg, head, hands, feet, fingers, toes Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Seeks out companionship with adults and other children, sharing experiences and play ideas Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers	**Physical Development** Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing and progress towards a more fluent style of moving. Gain confidence using resources outdoors: Climbing trees, tunnel, stepping stones and planks alone and in a group. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Begin to explore mats, benches and blocks indoors working alone. Negotiate space and obstacles safely when walking, running and riding bikes, with consideration for themselves and others. Continue to develop their movement, balancing and riding on scooters, trikes and bikes To throw and catch large soft balls To be able to roll a ball along the ground using hands, bats or sticks with an element of control. Use their core muscle strength to begin to achieve a good posture when sitting on the floor Begin to develop the skills they need to manage the school day successfully e.g., lining up *Develop their small motor skills using fingers, chunky tweezers and paintbrushes to move and manipulate small resources.* *Show a preference for a dominant hand for mark making.* *Creates lines and circles pivoting from the shoulder and elbow* *Manipulates a range of tools and equipment in one hand, tools include paintbrushes, hairbrushes or toothbrush* *Manipulate malleable materials during dough disco:* *Squeeze in one hand, squash between hands, swap hands, pinch between thumb and forefinger. Use cutters, rolling pins and knives.*