



Lyme Reception Autumn 1

At Lyme Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging this half term.

Personal, Social and Emotional Development

- * To build constructive and respectful relationships through initiating conversations and sharing resources.
- * To see themselves as a valuable individual.
- * To express their feelings and consider the feelings of others, regulate behaviour accordingly.
- * To tidy up their activities when they have finished.
- * To enjoy eating and experiencing a variety of new foods and understanding the need for healthy eating (linked to starting lunch at school)

Literacy

- * To read individual letters by saying the sounds for them.
- * To read a few common exception words matched to the school's phonic programme.
- * To blend sounds into words, so that they can read short words made up of known letter-sound correspondences
- * To form lower-case and capital letters correctly.
- * To spell words by identifying the sounds and then writing the sound with letter/s.

Communication and Language

- * To understand how to listen carefully and why listening is important.
- * To engage in story times.
- * To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- * To follow simple instructions e.g. tidy up your activity and then line up.
- * To use full sentences in explaining what they have been doing in their work.
- * To learn new vocabulary.
- * To learn rhymes, poems and songs.



Mathematics

- * To count objects, actions and sounds.
- * To link the number symbol (numeral) with its cardinal number value.
- * To subitise.
- * To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.
- * To recognise and describe shapes they see in a variety of environments.
- * To continue, copy and create repeating patterns.
- * To compare length, weight and capacity.

Physical Development

- * To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- * To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- * To further develop the skills, they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

Understanding the World

- * To share traditions and celebrations from home that they follow, with peers.
- * To comment on images of familiar situations in the past.
- * To understand that some places are special to members of their community.
- * To recognise that people have different beliefs and celebrate special times in different ways.
- * To explore their local environments, discussing plants and animals that they see and how they need to be cared for.
- * To understand the effect of changing seasons on the natural world around them.
- * To recognise some similarities and differences between life in this country and life in other countries.

Expressive Arts and Design

- * To explore using different media such as wood, crayons, paints, collage and junk modelling.
- * To explore, use and refine a variety of artistic effects to express their ideas and feelings.
- * To join in with imaginative role-play, creating their own story lines.
- * To develop storylines in their pretend play.
- * To listen attentively, move to and talk about music, expressing their feelings and responses.