



Lyme Reception Autumn 2

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.

Communication and Language

- * To listen to and talk about stories to build familiarity and understanding.
- * To learn new vocabulary.
- * To use new vocabulary through the day
- * To ask questions to find out more and to check they understand what has been said to them.
- * To develop social phrases
- * To engage in story times.
- * To listen carefully to rhymes and songs, paying attention to how they sound.
- * To learn rhymes, poems, and songs.
- * To retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

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.

Physical Development

- * To develop overall body-strength, balance, co-ordination and agility.
- * To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- * 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.



Literacy

- * To blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- * To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- * To anticipate (where appropriate) key events in stories.
- * To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- * To say a sound for each letter in the alphabet
- * To read words consistent with their phonic knowledge by sound-blending.
- * To write recognisable letters, most of which are correctly formed.
- * To read a few common exception words matched to the school's phonic programme.
- * To spell words by identifying the sounds and then writing the sound with letter/s.
- * To read words consistent with their phonic knowledge by sound-blending.

Expressive Arts and Design

- * To explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses.
- * To watch and talk about dance and performance art, expressing their feelings and responses.
- * To sing in a group or on their own, increasingly matching the pitch and following the melody.
- * To explore and engage in music making and dance, performing solo or in groups.
- * To join in with imaginative role-play, creating their own story lines.

Understanding the World

- * To talk about members of their immediate family and community.
- * To comment on images of familiar situations in the past.
- * To compare characters from stories, including figures from 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 the natural world around them.
- * To describe what they see, hear and feel whilst outside.
- * To understand the effect of changing seasons on the natural world around them.

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 select, rotate and manipulate shapes to develop spatial reasoning skills.