

### Communication and Language Prime Area (30-50)

L&A - Listens to others one-to-one or in small groups, when conversation interests them.

Listens to stories with increasing attention and recall.

U- Responds to simple instructions, e.g. to get or put away an object.

S- Beginning to use more complex sentences to link thoughts (e.g. using and, because).

Uses a range of tenses (e.g. play, playing, will play, played).

Builds up vocabulary that reflects the breadth of their experiences.

### Personal Social and Emotional Prime Area (30-50)

SC & SA Confident to talk to other children when playing, and will communicate freely about own home and community.

Shows confidence in asking adults for help.

MFB- Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Can usually adapt behaviour to different events, social situations and changes in routine.

MR- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

### Physical Development Prime Area (30-50)

M&H- Moves freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, skipping, sliding and hopping.

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Draws lines and circles using gross motor movements.

Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

Can copy some letters, e.g. letters from their name.

H & SC- Understands that equipment and tools have to be used safely

### Understanding the World (30-50)

P&C- Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

W -Shows care and concern for living things and the environment.

T- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.

#### Activities:

Discuss special occasions-birthdays, baptisms, weddings using children's pictures.

Use small world and role play to explore other lives and environments.

### Curriculum Map Autumn 2 Reception

#### Celebrations

We will be celebrating:

Diwali

Bon Fire Night

Remembrance Day

### Expressive art and design (30-50)

E&UM&M- Enjoys joining in with dancing and ring games.

Sings a few familiar songs.

Beginning to be interested in and describe the texture of things.

Uses various construction materials.

Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.

Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

### Literacy (30-50)

Recognises rhythm in spoken words.

Listens to and joins in with stories and poems, one-to-one and also in small groups.

Looks at books independently.

Holds books the correct way up and turns pages

Ascribes meanings to marks that they see in different places.

Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

#### Activities:

Learning initial sounds and blending cvc words in phonic sessions.

Talk about own experiences related to content of book

Make up own stories inspired by books, poems, pictures,

### Mathematics (40-60)

N- Recites numbers in order to 10 then 20.

Recognises numerals 1 to 5 then to 10.

Counts objects to 10, and beginning to count beyond 10.

SSM-Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Uses positional language.

Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

#### Activities:

Enjoy and join in with number songs

Sort/count sets of animals, compare bears, play people, shapes and other classroom objects by size and order.

Sorting 2D shapes and making pictures with them

### Outdoors (40-60)

Visiting the school's Remembrance Day site

Role play marching soldiers

Bon-fire pictures in the garden

Gather sticks to make a bon-fire

Make fire work noises with instruments

Role play the story of Diwali

Chalk rangoli patterns