



# Reception Autumn 1- All about me and The Little Red Hen



## **Communication and Language:**

To show good listening skills and respond to 'whole body' listening cards.  
To follow simple instructions.  
To communicate with peers and adults by taking turns in conversations.  
To develop new vocabulary and begin to learn the meaning.  
To talk about things that are important to them and their memories.  
To use actions and facial expressions to join in with a range of stories, songs, and rhymes.

## **Literacy:**

To learn Set 1 Read Write Inc sounds.  
To learn to blend sounds orally through 'Fred talk' and 'Fred games'.  
To read and select their name from a small group.  
To begin to form recognisable letters using RWI phrases for formation.  
To attempt to write initial sounds and simple CVC words when writing words, labels, lists and captions.  
To begin to develop blending skills to read simple CVC words.  
To retell familiar stories using repeated phrases, actions, and props.  
To write a speech bubble.

## **Key Vocabulary:**

- Our school, key adults and areas (Whitley Park, Carpet, Jungle Gym, Dining Room )
- Language of school routines
- Family Members (Mum, Dad, Sister, Uncle etc)
- Little Red Hen (Harvest, wheat, mill)

## **Key Songs and Rhymes:**

- Little Red Hen Song.
- Don't drop litter, put it in the bin.
- Big Red Combine Harvester.

## **Physical Development:**

To develop pencil grip and control.  
To learn how to write-copy their own name.  
To handle and use tools safely (scissors)  
To learn to move in different ways and develop spatial awareness.  
To use small and large apparatus safely.  
To develop healthy practices such as hand washing.  
To begin to use cutlery when eating.  
To manage clothing change and fastenings with growing independence.

## **Understanding the world:**

To discuss people in my family.  
To identify key adults in my school.  
To know what school, I go to and where I live.  
To recognise signs of autumn.  
To notice similarities and differences between each other.  
To use senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves".

## **Mathematics: NCETM Mastering number:**

To subitise objects and sounds to 5.  
To count to 10.  
To understand all numbers are made up of ones.  
To understand the composition of 3 and 4. To make comparisons of sets-"just by looking"  
To use the language of comparison (More than and fewer than)

## **Enhancements:**

- Making bread rolls
- Create self portraits.

## **Personal, Social and Emotional Development:**

To respond to rules, routines, and expectations in school.  
To build positive relationships with peers and adults.  
To manage their own needs with support.  
To express their feelings (happy, sad, nervous, angry).  
To understand ways of being healthy.

## **Expressive Arts and Design:**

To explore paint, collage, and construction materials.  
To join in with singing, dancing, and circle games.  
To begin to draw, paint and construct with a purpose in mind (making birthday cards, group character etc).  
To build role-play scenarios with peers.  
To create a self-portrait

