

## Communication and Language

Understand how to listen carefully and why listening is important.  
Learn new vocabulary.  
Ask questions to find out more and to check they understand what has been said to them.  
Articulate their ideas and thoughts in well-formed sentences.  
Describe events in some detail.  
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
Engage in story times.  
Listen to and talk about stories to build familiarity and understanding.  
Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  
Listen carefully to rhymes and songs, paying attention to how they sound.

## Personal, Social and Emotional Development

### Relationships:

See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Express their feelings and consider the feelings of others.  
Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.

## Key Lines of Enquiry:

*What did Goldilocks find in the Bears' Cottage?  
What made Jack's beanstalk grow so tall?  
Which Little Pig was the cleverest?*

## WM AUTUMN TERM 1 Objectives *Once Upon a Time* Reception

## Literacy

Read individual letters by saying the sounds for them.  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.  
Read a few common exception words matched to the school's phonic programme.

## Mathematics

Count objects, actions and sounds.  
Subitise.  
Link the number symbol (numeral) with its cardinal number value.  
Count beyond ten.  
Compare numbers.  
Continue, copy and create repeating patterns.

## Understanding of the World

Talk about members of their immediate family and community.  
Name and describe people who are familiar to them.  
Compare and contrast characters from stories, including figures from the past.  
Draw information from a simple map.

## Physical Development

Revise and refine the fundamental movement skills they have already acquired: - rolling  
- running - crawling - skipping - jumping  
- hopping - climbing  
Progress towards a more fluent style of moving, with developing control and grace.  
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.  
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

## Expressive Arts and Design

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Begin to show accuracy and care when drawing.  
Listen attentively, move to and talk about music, expressing their feelings and responses.  
Develop storylines in their pretend play.