

Key Vocabulary



hello



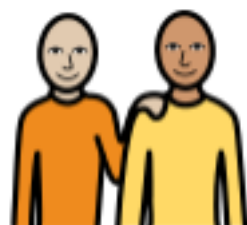
share



teacher



toilet



friend



help



match



sort



St Michael



St Mary



Reception Autumn 1: 2 weeks



KNOWLEDGE ORGANISER

Welcome to Reception

Key Learning

For the first two weeks of term, children will be focused on settling into Reception routines and life. They will separate from their carers and become comfortable in the setting, starting to build relationships with adults and children.

They will listen to familiar stories such as 'Rainbow Fish', 'The Gruffalo' and 'The Colour Monster' and will begin to complete activities that encourage communication with adults and peers, as well as explore continuous provision activities that will be set up in the classroom for them to explore.

I can come into Reception and separate from my carer.

I know where to put my things.

I can find my photo and put it on the self-register.

I can listen to simple instructions and start to follow a routine.

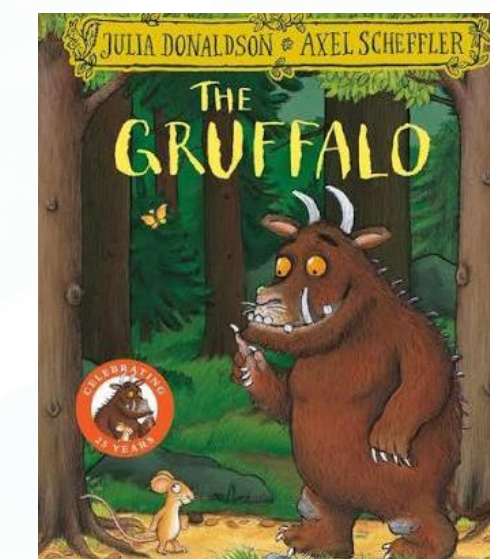
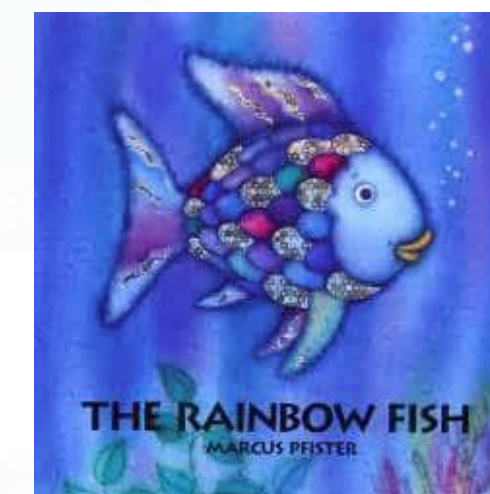
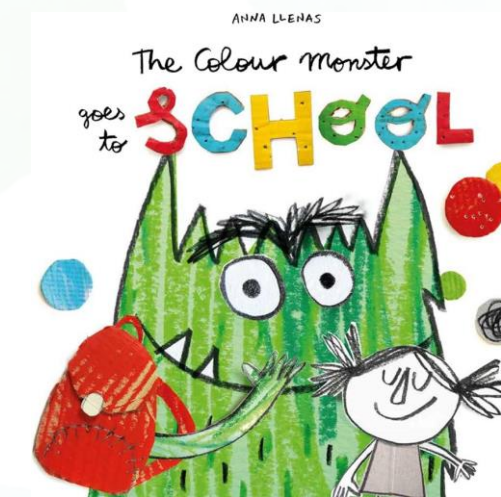
I can listen to a story with enjoyment.

I can complete simple learning tasks with adult support.

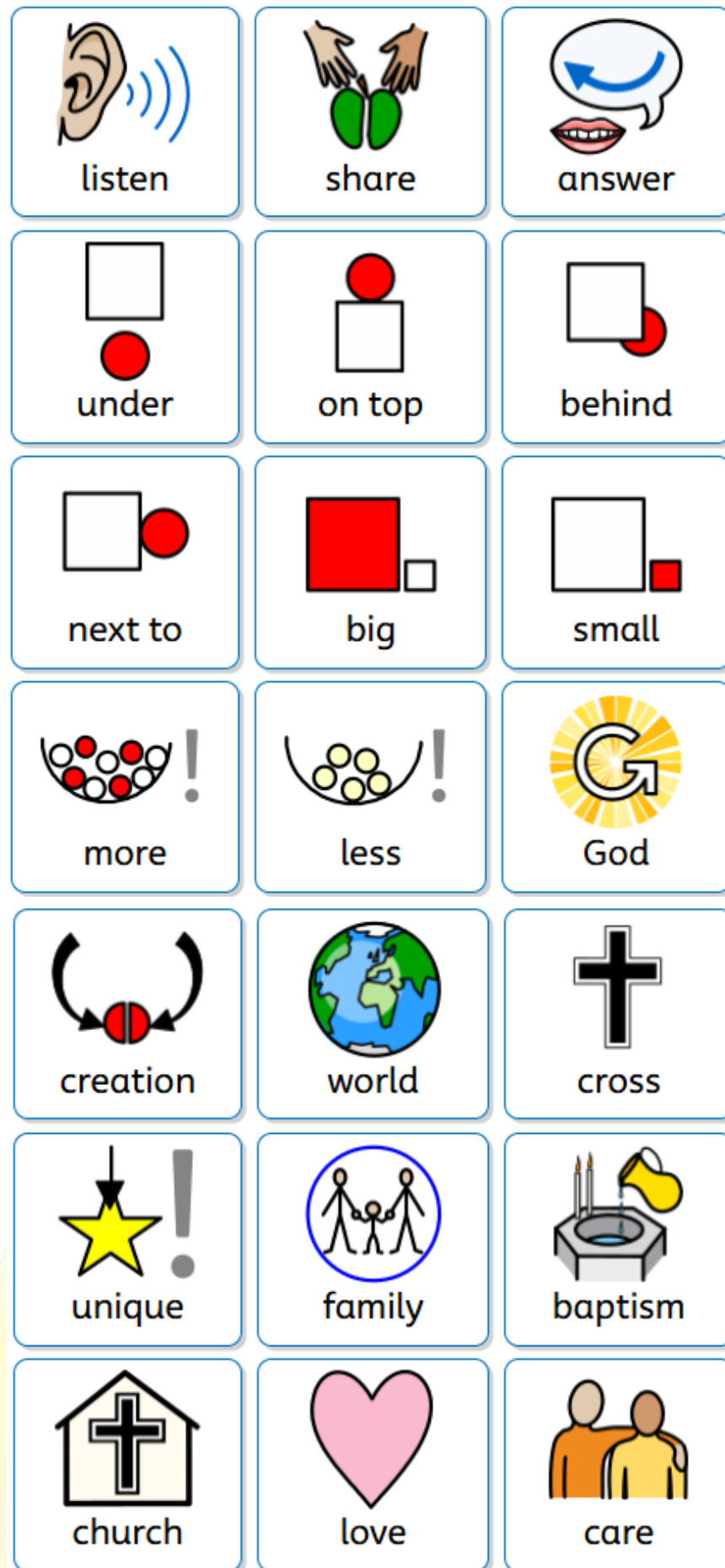
I can identify some simple feelings.

I can match and sort objects into categories.

Key Texts



Key Vocabulary



Reception Autumn 1: weeks 3-7



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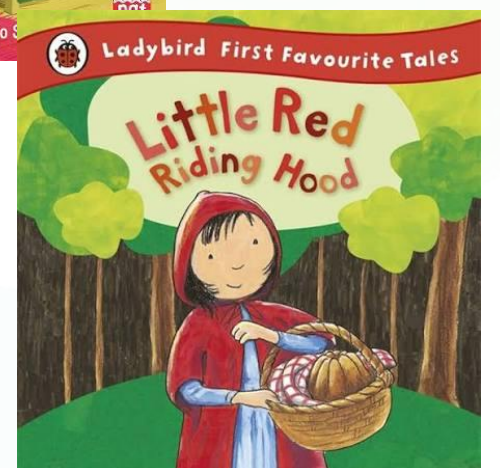
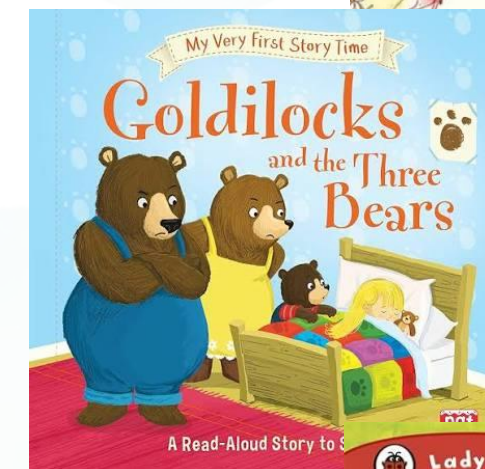
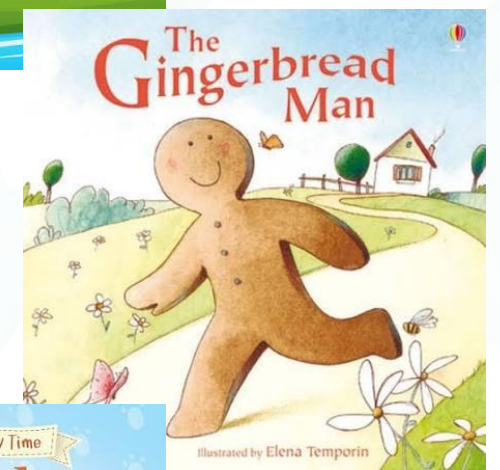
Jump into a Story

Key Learning

During Autumn term one, children will learn through the topic 'Jump into a Story'. They will continue to listen to familiar stories and fairy tales during Literacy lessons, with a different focus story each week. This focus story will guide children's learning within continuous provision activities that they can explore independently and through focus speaking or writing activities. Children will also begin to explore mathematical concepts such as prepositional language, comparing size and comparing amounts using the key vocabulary 'more' or 'less'.

- I can listen to a story with enjoyment.
- I can answer questions about a story that has been read to me.
- I can explore the classroom and take part in independent activities.
- I can recognise some phase two sounds.
- I can begin to write phase two sounds.
- I can use prepositional language to describe the placement of an object.
- I can compare size using 'big' and 'small'.
- I can compare amounts using 'more' or 'less'.

Key Texts



C&L

I can listen to longer stories and remember what happens.
I can use lots of different words when I talk.
I can follow instructions with two steps.
I can answer "why" questions.

I can sing lots of different songs.
I can say lots of nursery rhymes.
I can talk about books I know.
I can tell a story using my own words.

I can share my ideas with others.
I can look at the front cover of a book and say what I think might happen.
I can retell parts of a familiar story using actions and words.

Literacy

I can tell you that print has meaning.
I can turn the pages in the correct order.
I can talk about stories and learn new words.
I can retell a story in my own words.
I can answer "why" questions.

I can clap the syllables in words.
I can hear when words start with the same sound.

I can use my phonics to help me write.
I can write my name.
I can recognise my own name.
I can label my work using my phonics.
I can write initial sounds in words.

PSED

I can choose activities and resources to help me learn.
I can ask for help when I need it.
I can work towards a goal.
I can feel confident in new situations.
I can play with others and share my ideas.
I have an "I can" attitude when I am learning.
I can follow rules and understand why they are important.

I can identify the different Zones of Regulation by their colours.
I can talk about my own feelings and the feelings of others.
I know the difference between right and wrong.

Maths

I can sort, match and find the odd one out.

I can compare amounts using words like more or less.

I can compare size using 'big' and 'small'.

I can count objects, actions and sounds.

I can use words like in front of, behind, under, on top or next to, to describe where things are.

I can talk about my daily routine and put parts of my day in order from morning to night.

Physical

Fine Motor Skills

I can hold a pencil using a tripod grip.
I can make large-muscle movements to wave flags, streamers, paint and make marks.
I can hold and use scissors effectively.

Get Set 4 PE: Gymnastics

I can combine movements, selecting actions in response to the task and apparatus.
I can safely use a range of apparatus.
I can negotiate space safely.
I follow instructions involving several ideas or actions.
I can develop strength, coordination and balance.

UTW

I can use my senses to explore natural materials.
I can explore and compare different materials.

I can talk about what I see using lots of different words.
I can talk about myself, my family and my past.

I can explore how things work.

I know what happens when the season changes from Summer to Autumn.

RE

Covenant and Creation

I can say that God made the world.
I can say that God made me.

I can talk about how my family is a gift from God.
I can say that God invites everyone to be part of His family.

I can talk about how I can look after myself, other people and God's world.

EAD

I can use my imagination in my play.
I will explore the role play area and small world to support imaginative play.
I can make up stories using small world toys and construction materials.

I can explore different materials and choose what I need to make my ideas.
I can join different materials together and explore different textures.

I recognise my facial features and can create a self portrait.