

Reception – Autumn 2026

Visits/Visitors: Little City workshop

PSED

Personal,
Social and
Emotional
Development.

- Begin to form friendships with peers and build relationships with adults
- Begin to identify and express their feelings using visuals including Zone of Regulation to support if needed
- Managing their own needs including toileting, washing hands and eating independently
- Begin to follow class expectations and routines

Communication and Language

- Articulate their ideas with peers and adults
- Begin to listen to adults during adult directed activities
- Take turns in conversations with peers and adults both listening and talking
- To say their name in a larger group

Physical Development



Fine motor

- To show preference for a dominant hand
- To begin to use tools safely including scissors, paintbrushes and pencils
- To begin to form letters including their name

Gross motor

- To begin to sit with correct posture on the carpet and at a table
- To move around the environment safely
- To use bikes and scooters in the outdoor environment
- Take part in PE and Forest school sessions

English



Reading

- Understand the five key concepts about print: page sequencing, the names of the different parts of a book from top to bottom, we read English text from left to right, print has meaning and print can have different purposes
- To be able to recognise their name
- To begin to recognise Set 1 sounds
- To show preferences for books, rhymes and poems

Writing

- To be able to write their name accurately
- To use a secure tripod pencil grip when writing
- To put meanings to marks they have made
- To begin to form some sounds correctly
- To use a dominant hand when writing

Maths



Number

- Develop fast recognition of up to 6 objects, without having to count them individually ('subitising').
- Say one number for each item in order: 1,2,3,4,5. ('cardinal principle').
- To use one to one correspondence when counting
- To begin to represent numbers

Shape, space and Measure

- Talk about and identifies the patterns around them. ', For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty'
- Extend and create ABAB patterns – stick, leaf, stick, leaf.

Understanding of the world



- To be able to talk about seasonal changes and explore using their senses
- To be able to talk about their immediate family
- To celebrate special times and festivals
- To find out about their local community and people who help us
- To talk about the weather around them
- To take part in Forest school sessions
- To understand growth
- To look after our environment

Expressive Art and Design



- To join in with nursery rhymes and songs and perform in front of others
- To create their own self portrait
- To explore a wide variety of tools
- To begin to join materials together
- To take on a role during play
- Use props to support their play using a narrative

Music- Charanga (Chant to the animals)

- Move and dance to music
- Begin to identify a beat
- Explore a range of musical instruments
- Listen and respond to music
- Take part in a whole class Christmas performance