

Number

numeral number quantity partition
subitise classify

I can... recognise, count to, compare and represent numbers to 5.



Writing

I can hold my pencil using a tripod grip.

I can form some letters correctly in print.

I can write my name.

I can write some CVC words.



Reading

phoneme grapheme word
letter sentence predict



I can look at the pictures and predict what will happen.

I can recognise some graphemes.

I can say the phoneme (sound) when I see the grapheme.

I can read some CVC words.

Key Phrases for Making Friends

What is your name?

Can I have a turn please?

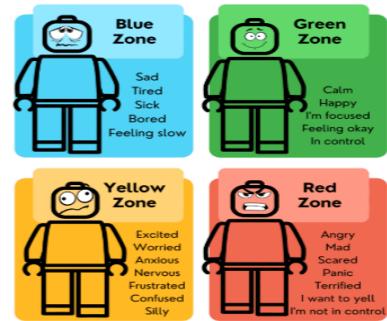
Would you like to play?

Shall we share this toy?

Autumn Term Reception—Knowledge Organiser

Physical Development

I can put my coat on independently and I am beginning to do the zip up
I can put my wellies on independently
I can hop, skip and jump
I can sit at a table with my feet flat on the floor
I can use a knife and fork to cut and eat my lunch
I can use scissors correctly
I can hold my pen or pencil using a tripod grip.



Personal, Social and Emotional Development

I can use the toilet, wash and dry my hands independently
I can tell other people my name
I can use the grown-ups names if I want to talk to them
I can share resources/toys with other children
I can identify how I am feeling
I can use a mindfulness strategy to calm myself



Communication and Language

I can listen to a story carefully
I can follow a two-step instruction
I can say 'good morning' or 'good afternoon'
I can join in with rhymes, songs and poems
I can demonstrate that I am ready to learn by following 'give me 5' and the 'golden rules'.



Our Learning Journey

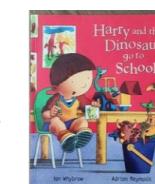
Our learning journey this term is titled 'Knock Knock'. Each week the children will have the exciting opportunity to explore a variety of special objects behind a magic door. These objects will serve as clues that will help the children learn more about their teachers, other staff members, and the important roles they play within the school. The children will gain a deeper understanding of the school & wider community.

Morning Routines

Change books
Book bags away
Hang coats up
Water bottles away

Key Text Examples

Little Owl's First Day
The Worrysaurus
Harry and the Dinosaurs
The Great Big Book of Families



What can you do at home to support?

- Share the book your child brings home daily.
- Listen to your child read their decodable phonics book when they bring it home.
- Use the phonics sheets, sent home weekly, to support your child with reading and writing.
- Talk to your child about their day.
- Develop strategies that support your child when they are experiencing big feelings.
- Play games with your child that involve winning, losing and playing fairly.
- Talk to your child about sharing and taking turns and encourage them to do this with your or their siblings.
- Give your child increasingly complex instructions for them to follow e.g. 'go and get your shoes from your bedroom, bring them downstairs and then put them on.'
- When out and about narrate what you can see and encourage your child to do the same.
- Talk about the weather and how the environment is changing over the weeks.
- Retell stories whilst out walking e.g. traditional tales or well known stories.