

Understanding the World

- I can talk about my family and members of the community discussing their role in society.
- I can comment on images/artefacts from the past explaining similarities and differences (eg farming equipment and toys).
- I can use books and nursery rhymes to help me develop an understanding of the past and present.
- I know that 'Harvest' is a festival that Christians celebrate to thank God for our food.
- I know that Christmas is a time for Christians to celebrate the birth of Jesus.
- I can visit our local church and describe what I see, hear and feel.
- I know that Diwali is celebrated by Hindus.
- I can describe what I see, hear and feel whilst outside, exploring the grounds.
- I have a growing awareness of how the seasons impact our natural environment and know that some birds migrate.
- I can name some birds that visit our school grounds and comment on similarities and differences.



Phonics

- I can give the sounds for the following: s,a,t,p,i,n,m,d,g,o,c,k,e,u,r,h,b,f,ff,l,ll,ss, ch, sh, th, ng, ai, ee, igh, oa, oo, or, ar, ur. I can read the following words: I, go, to, the, no, into, we, me, be, he, she, was, you, they, all.
- I can segment to spell, and blend to read, simple VC and CVC words and captions.
- I can apply my phonic knowledge to read simple, phonic appropriate books, building up my fluency, understanding and enjoyment.
- I can correctly form the letters for the sounds I have learned.



'Story, Rhyme and Pantomime'

Reception Class Autumn 2026



Expressive Arts and Design

- I can use a paintbrush, washing between colours.
- I can use pencils to create simple representations of people, animals and objects.
- I can use natural materials to create representations of people and animals.
- I can mix colours to make skin tone.
- I can use collage techniques to create.
- I can listen to music, giving my thoughts and opinions, saying how it makes me feel.
- I can sing, matching the pitch and following the melody. I can explore percussion instruments thinking about dynamics and rhythm.
- I can develop storylines in my play.

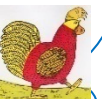
Maths

- I can match and sort giving explanations.
- I can use the language of: more, fewer, the same.
- I can make comparisons according to size using appropriate language using balance scales.
- I can copy, continue and create repeating patterns.
- I can subitise 1-5 objects.
- I can count accurately with an understanding of the cardinality principle (1-5).
- I can match numeral to quantity (1-5).
- I understand one more/less.
- I can name simple 2D shapes talking about their mathematical features. I can make 2D shapes from other shapes.
- I can sequence events in my daily routine.



Literacy

- I can recognise and write my name, forming all letters correctly.
- I can apply my phonic knowledge to read and write simple CVC words and captions.
- I am beginning to record simple words, separating words by finger spaces.
- I can use Talk 4 Writing to retell The Three Little Pigs and The Enormous Turnip using actions.
- I can talk about characters and settings.
- I can use props to recreate stories, thinking about intonation and expression.



Helping at home

- Please practise phonic sounds every day.
- Please read every day for ten minutes to improve fluency and comprehension and write a comment in the Reading Record.
- Please complete weekly 'Observation Stars' for Learning Journeys.

THANK YOU!

Don't forget to visit the Acorn Class page:

<https://www.uptonnoble.org.uk/>

New vocabulary

Unique, same, different, veins, stalk, oak, acorn, conker, bark, hibernate, migrate, magpie, crow, blackbird, robin, swallow, sparrow, collage, trotter, hoof, snout, nostril, harvest, subitise, 2D shapes, portrait, nocturnal, autumn, long ago, the past, old, older, invented, resilience, happy, sad, angry, worried, disappointed, poem, spinning top, rocking horse, yo-yo, jacks, jack-in-a-box, plough, scythe, sickle, thresher, ox.

Communication and Language

- I know that I put up my hand on the carpet if I have something to say.
- I understand how to listen carefully and why this is important.
- I can use social phrases, particularly when greeting others.
- I know many rhymes and can sing some songs.
- I engage with a number of text types including poetry and non-fiction.
- I can retell a familiar story.
- I can learn new vocabulary and apply it to my learning.
- I can articulate my ideas and thoughts in well-formed sentences.
- I am developing my use of irregular tenses, eg ran and swim rather than 'runned' or 'swimmed.'
- I engage in story time, asking and answering questions about the character, plot and setting.
- I can identify the main characters and talk about their actions and motives.

Personal Social and Emotional Development

- I am growing in independence and can manage my own needs including using the toilet and washing my hands.
- I can look after my own belongings and know that my jumper and pictures go into my book bag.
- I am developing the skills of resilience and know that: 'Acorns never give up.'
- I know that we work as a team to tidy up.
- I know the importance of being calm and sitting, ready to learn on the carpet.
- I know how to line up sensibly.
- I know that I am a valuable individual and can talk about my interests and family.
- I can build constructive and respectful relationships with other children, thinking about sharing and cooperating.
- I can talk about how I am feeling using appropriate vocabulary and I am beginning to consider the feelings of others.

Physical Development (gross motor)

- I can put on my own coat.
- I am beginning to turn my sleeves in the correct way when they are inside out.
- I can control movement from my shoulder, elbow, wrist and fingers in preparation for writing.
- I can move and rotate my lower arms and wrists independently and touch each finger to my thumb.
- I can cross the midline and move with bilateral coordination (move the left and right sides of my body together in an activity).
- I am developing core strength and stability to sit on the carpet and at a table with good posture.
- I can move in different ways (roll, crawl, jump, hop, skip, climb).
- I can find a space.
- I am developing a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- I am developing confidence, competence, precision and accuracy when engaging in ball skill activities.

Physical Development (fine motor)

- I can manipulate tactile materials with fine motor skills using bilateral coordination (eg squeezing, pushing, poking and rolling).
- I can demonstrate hand-eye coordination eg pegging.
- I can demonstrate visual perception skills eg puzzles, memory games, copying a picture.
- I can hold my pencil, refining my grip to make marks.
- I can use a glue stick correctly, knowing how far to wind up the glue.
- I can eat independently using a knife and fork.
- I can hold my pencil, refining my grip to make marks.
- I can control a pair of scissors, beginning to use a thumb and one finger to cut.
- I can use a range of tools eg pencils for mark making, playdoh tools, paintbrushes.

