

Communication and Language

Objectives

- Understand how to listen carefully and why listening is important
- Develop social phrases
- Learn rhymes, poems and songs
- Listen to and talk about stories to build familiarity and understanding
- Learn new vocabulary
- Use new vocabulary throughout the day in a range of contexts
- Engage in story times
- Describe events in some detail
- Listen carefully to rhymes and songs, paying careful attention to how they sound
- Develop pronunciation
- Use talk to organise themselves and their play
- Understand and answer when and where questions
- Understand a question or instruction that has two parts. E.g. get your coat and line up
- Enjoy listening to longer stories and remember much of what happens
- Be able to express a point of view and to debate when they disagree with a teacher or a peer
- Initiate and continue a conversation with an adult or peer

In school we will:

Sharing and reading stories. Model introducing ourselves. Role-playing social situations. Play games with rules such as duck, duck goose and the bean game. Highlight new vocabulary and explain the meanings. Facilitate and model using new words in games and role-plays. Teach the children a variety of simple songs such as the days of the week song, hello songs and the how are you song. Teachers will make deliberate mistakes and allow the children to politely correct them, highlighting their mistake.

How to support at home

Model using common phrases such as hello, good morning, good afternoon, how are you? Promote and model using please and thank you.

Organise play dates where children can play and interact with one another.

When reading books with your child ask them when and where questions such as where is the boy? What has the boy got on his feet?

Discuss your child's day with them by asking specific questions, for example who did you play with today? What did you learn in phonics today? What was your favourite part of the day? Why?

Physical Development

Objectives

- Develop and improve fundamental movement skills (Rolling, crawling, walking, jumping, running, hopping, skipping, dinking)
- Build hand strength
- Match their developing physical skills to the tasks and activities in the setting
- Develop skills using hand tools (scissors, hole punches, pens, pencils, tweezers)
- Be increasingly independent in meeting their own care needs (brushing teeth, toileting, washing and drying their hands)
- Show increasing independence when putting on and taking off their coat
- Make healthy choices about food, drink, activity and tooth brushing
- Use a knife and fork correctly with increasing control
- Use a comfortable grip with good control when holding pens and pencils
- Use large and small body movements to form circles (with flags or marks)
- Balance on one leg
- Use alternate feet to climb stairs and climbing equipment
- Begin to engage in team activities
- Further develop the skills needed to manage the school day successfully (lining up, mealtimes, personal hygiene)

In school we will:

Take part in weekly PE lessons with a specific focus.

Provide many opportunities for the children to move in different ways, for example, build obstacle courses, riding bikes, using the climbing equipment and belly time.

Use one handed tools such as scissors, tweezers and manipulating dough and clay in activities such as dough disco.

We provide a fruit or vegetable each day and regularly promote healthy food choices, linking it to where we get our energy and how we should lead healthy lifestyles.

If your child is having a school dinner they will be shown how to use a knife and fork correctly.

Begin to promote a tripod grip and model using the pinch and push.

Introduce and practice new school routines and expectations such as how we sit on the carpet, how to line up, closing the door when going to the toilet and washing our hands.

How to support at home

Encourage independence when dressing and toileting, for example, they put their own coat on and also know what to do if something is inside out.

Encourage children to be courageous in their food choices and try new foods.

Let them use age appropriate tools such as scissors

Personal, Social Emotional Development

Objectives

- Set and work towards simple goals
- Select and use appropriate activities and resources with a goal or outcome in mind
- Become increasingly independent in appropriate tasks
- Manage their own needs (hygiene, toileting, dressing, undressing, healthy eating)
- Begin to moderate their feelings socially and emotionally
- Bring their own experiences into their play
- Understand right and wrong
- Follow rules and understand why they are important
- Talk about their wants and interests
- Play with one or more other children, extending and elaborating play ideas
- Begin to build positive friendships with their peers
- Begin to build positive relationships with familiar adults
- Develop confidence in new social situations
- Talk about our feelings using vocabulary like 'happy', 'sad', or 'worried'
- Talk with others to solve conflicts
- Develop their sense of responsibility and membership of their new class
- Understand similarities and differences between people
- Begin to understand how others might be feeling

In school we will:

Give the children challenges and simple targets in a variety of activities.

Teach children how to ask for help when it is needed.

Teach the children that mistakes help us to learn and it's ok to get things wrong.

Encourage children to listen to their bodies. If you're thirsty, get a drink. If you're hot, take off your cardigan.

We will give the children the vocabulary to explain their feelings through stories and role play.

Introduce and begin to embed school expectations, for example, how we behave in the class and how we speak to our peers and teachers.

Begin to introduce our school values – Kindness, Respect, Honesty, Courage, Positivity

Teach and encourage the children to words to solve problems and conflicts.

Use timers to take turns and promote sharing.

Talk about ourselves and our families, highlighting simple differences such as "You have a big brother and I have a big sister".

How to support at home

Promote a positive image of school in order to ease transition especially when dropping off this half term.

When playing games with your children don't be afraid of letting them lose. It is a great opportunity for children to experience disappointment in a safe environment and build their resilience.

Play turn taking games.

Promote sharing and patience (this may take time).

Model sharing your feelings and verbalise them using a range of words, such as nervous, excited or worried.

AUTUMN ONE
ALL ABOUT ME



Half Term Overview

This half term is all about settling into a new school and building new relationships. We will be reading stories that promote group work such as 'We're Going on a Bear Hunt' and others that highlight our personal qualities such as 'Elmer'.

Parental Involvement

Stay and Play

Welcome to Reception meetings

BIG EXPERIENCES

Stay and play

Meeting your new teachers

Settling into your new school

MAKING NEW FRIENDS!!!

Maths

Objectives

- Know that the last number reached when counting a set of objects tells you how many there are in total (cardinal principle)
- Recite numbers past 5
- Show numbers up to 10 with fingers
- Count a group of objects (up to 10) accurately saying the correct numbers, in the correct order (1-1 correspondence, stable order principle)
- Understand numbers have a value
- Link numerals and amounts up to 10
- Compare quantities using language: more than and fewer than
- Solve real world mathematical problems with numbers to 10
- Use appropriate language to make comparisons between objects relating to size and length (longer, shorter, taller)
- Talk about and identify patterns around us
- Create and extend a simple pattern, noticing and correcting mistakes

In school we will:

Play counting games, sing counting songs, play board games, develop finger discrimination through games.
Model how to accurately count a group of objects by tapping each item once and grouping them in order to make them easier to count.
Highlight the final number as the total for that group.
We will learn about each number from 0-10 using a variety of physical resources such as cubes, Numicon and bricks. Including understanding its value and numeral.
Compare amounts and discuss what we can see using words such as more, greater, less, fewer, bigger and smaller.
Measure our heights and create a class height display. Compare and discuss the findings using words such as taller, shorter, tallest, shortest, long, longer, longest.
Teach the children what a pattern is. Find patterns in our school and natural environments. Create patterns using a variety of resources such as peg boards, colours, paper, shapes etc.

How to support at home

Bring number into daily routines such as setting the table for dinner, "How many forks do we need?", or when playing, "Can you pass me 4 toys?"
Model counting in the correct sequence and order. Get it wrong and so they can correct you.
Play board and dice games.
Highlight and notice numbers in the environment.

Understanding of the World

Objectives

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them including the weather
- Show interest in different occupations
- Continue to develop positive attitudes about the differences between people
- Talk about why things happen and how things work
- Begin to make sense of their own life-story
- Talk about members of their immediate family and community
- Know that we are human beings and name the main parts of the human body (arms, legs, head, body, feet, hands, fingers, toes)
- Understand E-Safety and why it is important

In school we will:

Through our lessons and activities, we will discuss where the children and their families are from, their interests and differences.
Introduce our school saying, 'All Equal, All Different, All Achieving'.
Explore maps and find certain countries.
Teach the children about different occupations. Model how to role play as different characters using costumes and props.
Give children extended periods of time in the outdoor area where they can explore their new natural surroundings.
Teach them the correct names of the main parts of the human body using songs.
Teach the children about E-Safety, what it is and why it is important.

How to support at home

When possible get out and about and allow your child/ren to explore the natural world and talk about what you can see, smell, hear and feel.
Talk about your occupations and interests so the children have experiences to share with their peers.
Talk about your families and simple history such as what countries you are from, what community you may be part of and important times in your lives.

Literacy

Objectives

- Engage in extended conversations about stories, learning new vocabulary
- Spot and suggest rhymes
- Count or clap syllables in a word
- Join in with repeated refrains and phrases in rhymes and stories
- Recognise words with the same initial sound
- Listens to and joins in with stories (1:1 or small groups)
- Write some letters accurately
- Write some or all of our names
- Give meaning to marks

In school we will:

Read stories everyday and ask questions about the characters, settings and events.
Highlight repeating parts of a story.
Teach the children what a rhyme is – Words that sound the same at the end.
Teach the children how to clap syllables and show the children "Clap it Out – Blazer Fresh" on YouTube.
Provide the children with opportunities to write, draw and mark making such as painting, using chalk and crayons.

How to support at home

Allow children to make marks.
Read stories to your children, you can add different voices.

Phonics

Phase 1 and beginning of phase 2

In school we will:

Teach phase 1 and 2 phonics in daily phonics sessions.
Teach phase 2 tricky words and practice reading and writing them. Add them to our tricky word tree.

Vocabulary

Phoneme – Is the smallest unit of sound within a word
Grapheme – The letter or letters that represents the sound

How to support at home

When your child learns a new sound, they will come home with a sticker to add to their phonic sticker chart. Talk about the new sound and discuss words that contain the sound.
When writing encourage your children to use lower case letters not capital letters. When reading and writing use the letter sounds (phonemes) not the letter names as this can confuse them.

Expressive Art and Design

Objectives

- Show different emotions in their drawings e.g. happiness
- Draw with increasing complexity and detail such as representing a face with a circle and including details
- Explore, use and develop understanding of a range of artistic techniques – Paint and paint brushes
- Explore colour and colour mixing
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park

In school we will:

Teach the children how to use different brush strokes when painting and allow the children ample time to explore and take risks when painting.
Model how to mix colours and teach the children what colours we can make by mixing them. Allow children time to explore and investigate with colour mixing.
Engage in small world play with the children and model how to bring our experiences and own ideas into our play.
Teach the children how to use shapes when drawing a face.
Create self-portraits in different ways (paint, drawing) and display them in our classrooms.

How to support at home

Talk about emotions when appropriate.
Play emotion games like guess how I'm feeling. Make different faces and ask them to guess what emotion you're showing.
Promote imaginative play where the children can create their own small worlds using toys or resources they have.