

## 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
- Use talk to: work out problems, organise thinking and activities, explain how things work and why things might happen
- Articulate their ideas or actions in increasingly well-formed sentences
- Understand and answer how and why questions
- Begin to understand and use a range of tenses. E.g. Swam, swimming, swim

### In school we will:

Reading stories and discussing key plot, character and setting points.  
Questioning the children's knowledge about the stories we've read.  
Continue to teach children the meaning of new words.  
Give children problems to solve, either independently or as a group for example creating their own Stickman, while modelling using talk to solve them.  
Teach the children that there are different types of questions and we use them for different things such as finding out why we do something or how something happens.  
Teach the children how to answer how and why questions using correctly formed sentences.  
Highlight different tenses of simple verbs e.g. run, running and ran.  
Model using the correct tense and use the wrong tense deliberately.

### How to support at home

Continue to read and share stories at home. Talk about the characters, setting and plot. Continue to talk about new words. Model using the correct tenses where possible.

## Physical Development

### Objectives

- Develop and improve fundamental movement skills (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- 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)
- Develop their fine motor skills in order to use a range of tools competently, safely and confidently (Developed by: playdough, threading, sewing, craft, small world, building, pouring, cooking, stirring, clay etc.) (Tools: pencils, paintbrushes, scissors, knives, forks, spoons)
- Develop core muscle strength
- Develop and use a tripod grip when writing
- Make healthy choices about food, drink, activity and tooth brushing
- Use a knife and fork correctly with increasing control
- Create lines and circles in large and small movements
- Push and pull objects of varying weight, shape and size
- Choose appropriate resources in order to achieve a goal
- Develop teamwork skills and collaborate to achieve a goal (moving a large object)
- Combine different movements with ease and fluency

### In school we will:

Develop hand strength by using simple hand tools and engaging in activities such as making playdough.  
Teach the children about a healthy diet and discuss foods that are good for us.  
Role-play creating healthy and unhealthy plates using pretend food.  
Continue to develop the children's physical skills and give them a variety of physical challenges.

### How to support at home

Encourage, discuss and highlight healthy eating and how it is an important part of leading a healthy life.  
Get out and about running, climbing, jumping, balancing etc.  
Encourage rolling and crawling in order to build up core strength.

## 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, and 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
  - Find solutions to conflicts including, sharing resources
  - See themselves as valuable individuals
  - Build constructive and respectful relationships
  - Express their feelings and consider the feelings of others
- ### In school we will:

Give children a range of challenges where they can work towards an end goal using different.  
Continue to develop independence when putting on and taking off jumpers and coats including practicing doing up buttons.  
Highlight the children's birthdays and teach why they are important.  
Celebrate our differences as people by talking about and sharing things about ourselves.  
Continue to embed school expectations.  
Begin year group assemblies focusing on teaching the school values including ways we can show them every day.

### How to support at home

Continue to encourage and develop independence including when washing, toileting and dressing.  
Continue to talk about and highlight different emotions the children may be feeling.

### Topic Overview

This half term we will be using Julia Donaldson's incredible books to explore rhyme, story structure and role play. We will also be learning about different celebrations that take place at this time of the year. Please note that some objectives will be the same as the previous half term. Some may continue throughout the year and constantly develop.

### Parental Involvement

Terrific Tuesdays  
Nativity show  
Parent teacher meetings

AUTUMN TWO  
Rhyme Time



### BIG EXPERIENCES

Nativity performance  
Circus Skills Day  
Multi-skill workshops  
Anti-Bullying Week

## Maths

### Objectives

- Use measuring tools in practical situations (weight)
- Use appropriate language to make comparisons between objects relating to weight (heavy, light, heavier, lighter)
- Compare quantities using language: more than, fewer than and equal to
- Subitise amounts to 6 (recognise an amount without counting)
- Order amounts and numbers up to 10
- Form numbers to 10 and link them to their cardinal value
- Count beyond 10
- Talk about and explore 2D shapes using informal and mathematical language (sides, corners, straight, curved, round)
- Talk about and explore 3D shapes using informal and mathematical language (edges, corners, faces, straight, curved, round)
- Compare 2D and 3D shapes
- Combine shapes (2D and 3D) to make new ones
- Compose and decompose shapes, recognising shapes within other shapes
- Select, rotate and manipulate shapes (spatial reasoning)

### In school we will:

Teach the children how to measure weight using balancing scales and nonstandard units for example cubes. Teach the children the vocabulary used to discuss and compare weights. Teach the children that larger objects aren't always heavier. Teach the children to use their number knowledge and sense when comparing amounts and numbers e.g. "I know 5 is more than 3 because 5 is a greater amount". Teach the children how to record numerals to 10 correctly.

We will explore and build with 2D and 3D shapes focusing on square, circle, triangle, rectangle, cube, cuboid, sphere and pyramid. Talk about shapes using informal words like pointy, flat and curved and the formal words as above.

### How to support at home

Involve children in cooking (and washing up) so they can explore weight and compare the weights of different items. Highlight shapes you can see in the environment such as toys you have at home. Build with different shapes and discuss why some shapes are better at certain things e.g. a cube has flat faces so makes a great house.

## Understanding of the World

### Objectives

- Talk about why things happen and how things work
- Recognise that people have different beliefs and celebrate special times in different ways and talk about members of their immediate family and community
- Begin to understand uses of technology
- Talk about their history and that of their family
- Talk about the similarities and differences in our local environment
- Understand the effect of changing seasons on the natural world around them including the weather
- Talk about what they can see in their immediate natural environment e.g. clouds, rainbow, trees
- Explore the natural world around them
- Describe what they see, hear and feel whilst outside

### In school we will:

Use simple scientific thinking to explain learning for example we will discuss gravity when teaching weight and using balancing scales.

Learn about how different people and cultures celebrate important times of the year including Christmas and Diwali. Teach the children how to use technology for specific reasons including creating artwork on a program. Begin to explore the children's history including thinking about when they were born and milestones in their lives such as coming to school.

Teach the children what happens in each season and explore the changes we can notice in the Reception garden.

### How to support at home

Highlight how there are different beliefs in our World and that different people celebrate in different ways. Talk about how old they are and when their birthday is. Get out and about when you can, highlighting the changes of the seasons e.g. you need a coat and hat now.

## Literacy

### Objectives

- Continue a rhyming string
- Use illustrations to interpret text
- Re-enact stories in their play
- Read individual letters by saying the sounds for them
- Blend a word sounded by an adult
- Use print and letter knowledge in early writing (mark making, graffiti, chalk, role play)
- Hear, identify and record the initial sound of words
- Understand the difference between lower-case and capital letters
- Compose sentences orally
- Understand the 5 key concepts of print: Print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book, pages go in a sequence

### In school we will:

Teach the children what rhyme is and how to identify rhymes in words. We will continue to use Helicopter stories and the children will begin to act out their own stories. We will be focusing on developing the children's ability to independently identify and correctly record the first sound in a word. When the children are ready, they will learn upper case letters. If they are not ready, they will focus on developing their understanding of lower-case letters. We will sequence familiar stories using different methods such as role-play, story maps and simple sentences.

### How to support at home

Continue to develop independent name writing using a capital letter to start then lower-case letters. Continue to read and share stories, including modelling holding them correctly. Read and share different types of books such as fact books and stories.

### Phonics

### In school we will:

Continue teaching phase 2 phonics in daily phonics sessions.  
h, b, f, l, ff, ll, ss, j, v, w, x, y, z, qu, ch, sh, th, ng, nk

Review previously taught tricky words – **I**, is.

Teach new tricky words and practice reading and writing them – the, put, pull, full, as, go, no, to, into, she, he, of, we, me, be

### Vocabulary

Phoneme – Is the smallest unit of sound within a word  
Digraph – Two letters that make one sound – ow, cow, oi, coin  
Grapheme – The letter or letters that represents the sound  
Tricky words – A word that we can not sound out or

### How to support at home

Continue to add the stickers to your sticker charts. Continue to write using lower case letters until they are ready to use upper case. Complete the weekly handwriting homework.

## Expressive Art and Design

### Objectives

- Remember and sing entire songs
- Explore, use and develop understanding of a range of artistic techniques
- Sing in a group or independently increasingly matching the pitch and following the melody
- Begin to develop complex stories using small world equipment including dolls house, dolls and animals sets
- Explore and engage in music making and dance, performing solo or in groups.
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Create collaboratively, sharing ideas, resources and skills.
- Using a variety of tools and materials plan and create models with a goal in mind

### In school we will:

We will be learning the songs, story and dances for the nativity performance.

Performing songs, dances and routines to our class.

Teach the children about different artistic techniques including pointillism and creating diya lamps from clay.

Plan, design and create using junk modelling linked to the stories we are reading.

### How to support at home

Listen to appropriate music and highlight the differences between songs.

Encourage performing ANYTHING to build confidence when talking in front of people.