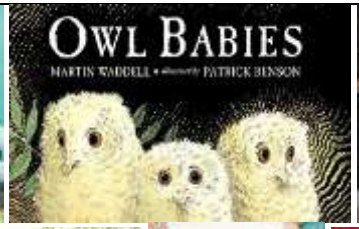
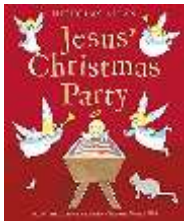
Reception Class **Autumn Term 2024** **Our theme is:** Marvellous Me!

Our Autumn Term Repeated Reads are…





What are we learning in Personal, Social and Emotional Development?

Know how to put on own coat and socks on independently
Know how to get changed for P.E with support
Know the names of different emotions and recognise them
Know that people show different emotions
Know and talk about how they are feeling
Begin to consider the feelings of others
Know they must wash hands after using the toilet and before eating
Know how to use the toilet independently
Have confidence to try new activities
Know which foods are healthier and unhealthier, sort them and justify decisions
Gain the confidence to speak to peers and adults
Play with children who are playing with the same activity
Begin to develop friendships
Have positive relationships with adults in class
Suggest ways of encouraging themselves and others to try again
Know how to adapt behaviour to a range of situations

What are we learning in Mathematics?

Recognise numerals 1, 2, 3. Subitise/count to find out how many.
Match number name to numeral and quantity. Subitise up to 5 items. Count forwards and backwards. Compare sets of objects saying when sets have more, same or fewer than another set.
Know that when counting, each number is one more. Know that when counting back, each number is one less.
Know that all numbers are made up of smaller numbers- notice examples.
Copy, continue and create own patterns
Match number names to numerals and quantities and can say which sets have more/ fewer items. Count, subitise and compare 1 more/ 1 less.
Uses fingers to connect with numbers 1-5.
Match objects which are the same and justify decisions. Sort sets based on colour, size or shape. Know the same collection of objects can be sorted in different ways.
Use/understand vocabulary tall, long, short to compare size. Order key events in daily routines. Use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow
Know that circles have 1 curved side and triangles have 3 straight sides. Recognise circles and triangles. Build own circles and triangles.
Know that squares and rectangles have 4 straight sides and 4 corners. Recognise these shapes. Build own squares and rectangles.
Use positional language to describe how items are positioned in relation to other items. Make and interpret graphs of eye/hair colour.

What are we learning in Communication and Language?

Know how to listen carefully.
Know why listening is important.
Know how to follow simple instructions at three-word level.
Begin to understand when and why questions.
Talk in front of a small group.
Talk to class teachers and support staff.
Know how to ask a variety of questions.
Answer questions in front of the whole class.
Know and use new vocabulary, in a range of contexts, throughout the day.
Know what happens in familiar stories, recalling main characters and settings.
Pay attention for short periods of time during whole class activities.
Know how to follow three step instructions

What are we learning in Physical Development?

Hang from the monkey bars.
Know how to move safely in a space. Know how to stop safely.
Develop control when moving around, under, over and through equipment. Combine movements together while negotiating different equipment. Know how to follow a path successfully. Know how to walk up and down stairs, one step at a time.
Know how to catch a ball.
Run, stop and change direction. Jump and know how to land safely from a height. Explore different ways of travelling.
Use a dominant hand. Know how to use a tripod grip when using mark making tools. Begin to copy letters. Begin to use anticlockwise movement and retrace vertical lines. Know how to accurately draw lines, circles and shapes to draw pictures. Know how to use tweezers to transfer objects. Know how to hold and use a fork and spoon correctly.

What are we learning in Literacy?

Sequence familiar stories. Engage and join in with story times. Begin to answer questions about the stories read to them. Engage with a range of books including fiction, nonfiction, poems and rhymes.
Read the first 10 Set 1 sounds by half term (m,a,s,d,t,i,n,p,g,o). Read 26 Set 1 sounds by the end of term. Learn to blend words e.g. c-a-t “cat” with support and then independently. Spell using Fred Fingers. Recognise then copy their name. Copy taught letters. Write initial sounds. Begin to write CVC (consonant, vowel, consonant) words using taught sounds. Correctly form letters.

What are we learning in Understanding the World?

Know how they have grown/ changed.
Know that Jesus was born in Bethlehem and that this happened a long time ago. To recount some of main events in the story of the First Christmas.
Know that many people have died serving their country. Know that there have been two world wars. Know that the poppy is a symbol of remembrance in the UK.
Know who Guy Fawkes was and that he lived in the past. Describe key events from the Gunpowder Plot.
Know what a Globe is and can use it to differentiate between land and sea. Know that there are many countries around the world and name some.
Know which materials a house is typically made out of and why.
Know that they were once babies and are now children and will become adults. Know that they are growing and changing all the time. Know what babies need.
Know that seasons change. Know some key changes in Autumn and how this compares to Summer (similarities and differences).
Know that leaves of deciduous trees change colour and fall down in Autumn. Know that leaves of evergreen trees stay green in Autumn.
Know how to keep teeth healthy and clean. Describe the work of a dentist.
Know their hair colour, eye colour, main body parts and features of a skeleton including skull, spine and ribs.

What are we learning in Expressing Art and Design?

Know colour names. Know that if colours are mixed a new colour is made.
Create simple representations of people, animals and objects.
Know how and when to use colours for a particular purpose.
Know what a portrait is and create a self-portrait.
Know and perform nursery rhymes. Experiment with different instruments and their sounds.
Talk about whether they like or dislike a piece of music.
Create musical patterns using body percussion. Find the pulse in a piece of music.
Know how to copy-clap the rhythm of names and small phrases from songs.
Know how to make a high sound and low sound using voice.
Know more songs, building on their pre-existing repertoire.
Know and perform the actions to songs at the Christmas Concert. Know how to move to music. Know how to join movements together to create a motif. Know and perform a short dance.

How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas:

Personal, Social and Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings e.g. what fruit shall we buy? How does that story make you feel? What did you like best?
- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up.
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome e.g. would you like this or that story before you go to bed?
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

Communication and Language

- Make time for conversations with your child daily.
- Echo back what they say with new words added.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Be aware of too much background noise e.g. TV, radio etc.
- Sing nursery rhymes.

Please speak to us if you have any concerns about your child's language development.

Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping and skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement and sticks in the mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.

Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed.
- Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'.
- Play counting-based games such as dominoes, snakes and ladders or number snap.
- Play 'spot the number'–focus on the numerals 0 to 9, and challenge your child to find them everywhere–on front doors, clocks, car registrations, birthday cards and more.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child's interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child's developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

Understanding the World	Expressive Arts and Design
● Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year. ● Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities. ● Read and talk about information books based on their interests. ● Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community. Ask questions such as, 'what would you like to do when you grow up?'	● Encourage your child to draw, make pictures and models of what they are interested in, see or experience. ● Encourage them to build and create props for play using everyday materials e.g. turning an empty cardboard box into a castle for a toy. ● Keep a 'busy box' with things like string, tape, wrapping paper scraps, lolly sticks, stickers and straws that your child can use to make whatever they want. Ask them to talk about their creations. ● Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, and fire-fighters – whatever your child likes. At story time, encourage your child to act out roles from a story with movements or sounds. ● Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, stamp or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like 'Heads and shoulders', 'five little monkeys' and 'Jack and Jill'.