

Communication and Language:

Listening, attention and understanding

Through our carpet teaching sessions, the children will learn the skills of a good listener and how to respond to others.

Speaking

The role-play area will be a sparkle shop where the children can practise using money and real life experiences of shopping and the associated vocabulary. They will make items to sell in the sparkle shop and take it in turns to be the customer.

Mathematics:

Number

We will be learning to compare amounts using the language more than, equal and less than. The children will use practical equipment to learn about one more and one less. They will learn number bonds to 5 using the part-part whole method so that they can automatically recall them.

Space, shape and measures

We will be learning the names and properties of 2D and 3D shapes.

Understanding the World:

Past and Present

Children will be encouraged to talk about their own experiences of celebrations.

People, culture and communities

Our focus will look at what times people celebrate together across different communities including Christmas, Diwali and Eid Al Fitr.

The natural world

As the season changes to winter, we will investigate how the weather changes and what the children associate with the season of winter.

Expressive Arts and Design:

Creating with materials

Linked to our topic the children will make fireworks, skeletons and many different Christmas crafts. They will experiment with mod rock, collage, paints, chalk and other mediums.

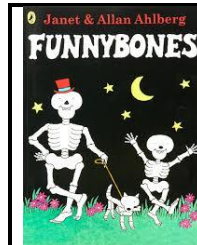
Being imaginative and expressive

The children will dance to firework music and learn to sing a range of Christmas songs for the Nativity performance.

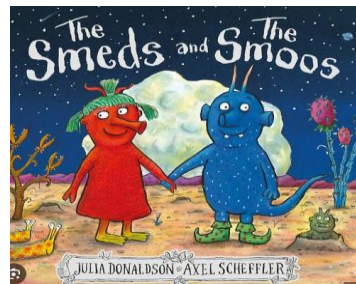
Literacy:

Writing:

The children have done well with learning to write their names using the correct letter formation. Lots of writing opportunities are provided throughout the environment where the children are encouraged to listen for the initial, middle and final sounds of words and represent these using the correct graphemes. You can support writing at home in the same way focusing on the initial sound to start with.



Reception Autumn 2 2024 Light and Dark



PSED:

Self Regulation

We will continue to learn about our feelings and those of others.

Managing self

We will learn about Building Learning Power skills that help us to be amazing learners. We will focus on noticing, questioning and reasoning learning powers.

Building relationships

The children will continue to expand and consolidate their friendships. Our PSHE theme this half term is 'We aregood friends'.

Literacy:

Word Reading:

By the end of this term the children will have been taught all the phase 2 sounds

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f ff l ll ss

Please continue to practise these at home focusing on segmenting and blending CVC words.

Literacy:

Comprehension:

The children will have a daily story time. We will focus on key story vocabulary linked to the stories we are reading this half term. Our topic based texts are;

- Sparks in the Sky
- Funny Bones
- The Smeds and the Smoos
- A range of Christmas stories

We will also look at a range of non fiction books and poems.

Physical Development:

Fine motor skills

We have now started to learn the correct formation of letters. Please look at the phonics parent information sheets on tapestry to help your child practise their letter formation at home.

Gross motor skills

In the outdoor classroom, the children will have access to biking, scooting and a range of PE equipment to help develop their gross motor skills.

Warwickshire 'Taking Care Programme'.

This teaches children about feeling safe and building networks of support at a level which is appropriate to their age. We shall be covering the following areas: Body Privacy, Early Warning Signs, naming personal body parts using biological names and talking about secrets. Building networks of adults we can go to if we do not feel safe. We are all trained in delivering these messages and we are very aware of, and sensitive to children's individual personal needs.