



Reception Autumn Term 2021

Welcome back to this new term and our new adventures. Please contact me through Tapestry or email if I can help with anything. Thank you for all of your posts, pictures and comments on Tapestry over the summer I think everyone should be really proud of themselves.

Subject	Subject Term 1 Topic overview- Amazing Me!	Term 2 Topic overview – Let’s Celebrate!
<p>Communication and Language</p>	<p>Listening and Attention: Maintaining concentration and sitting still while playing listening games and sharing stories. “My turn your turn” Modelling of good listening and turn taking behaviours</p> <p>Understanding: Using our class visual timetable Responding to simple instructions. Listening and responding to ideas expressed by others. Beginning to understand and respond to questions in discussion</p> <p>Speaking: Extending vocabulary when talking about family, school, home. Introduction and modelling of conventions and appropriate expressions e.g “Can I” “please” and “thank you” Playing games developing the hearing of initial sounds and oral blending skills. Opportunities to use language in small world play and roleplay. Opportunities for story retelling</p>	<p>Listening and Attention: Continue to encourage good listening behaviours. Sharing books and stories from different cultures.</p> <p>Understanding: Talking, answering questions and making predictions when sharing stories and talking about experiences. Following instructions involving several actions.</p> <p>Speaking: Extending vocabulary when talking about past events, celebrations and nocturnal animals. Playing games developing the hearing of initial sounds and oral blending skills. Opportunities to use language in small world play and roleplay. Opportunities for story retelling</p>
<p>Personal, Social and Emotional Development</p>	<p>Making relationships: Making new friends and building relationships – learning names of friends and adults. Working and playing together and working in groups. Modelling of sharing and turn taking.</p> <p>Self- confidence/awareness: Meeting new adults and children and trying new activities. Showing growing independence when coming into school, leaving parent/carer, looking after belongings. Feeling confident to communicate freely about own home and community in a small group Feeling confident in expressing needs and asking for help</p> <p>Managing feeling/behaviours: Becoming aware of the boundaries set, and of behavioural expectations in school. Taking turns and sharing resources with support. Talking about, identifying and expressing feelings. Jigsaw PSED.</p>	<p>Making relationships: Supporting friendship building- focussing on working and playing cooperatively and taking turns with others. Modelling of appropriate ways to resolve conflicts.</p> <p>Self- confidence/awareness: Encouraging positivity about achievements through celebrations and discussions - ‘star of the day’, ‘Tim Certificates’ Introducing helping hands.</p> <p>Managing feelings/behaviours: Introducing reward systems for positive behaviour and good choices. Jigsaw PSED</p>
<p>Physical Development</p>	<p>Gross motor activities: Practising large circular clockwise and anti-clockwise and straight-line movements, large scale letter formation. Access to large construction, sand pit equipment, hoops, skipping ropes, stilts and space hoppers. Space finding, travelling games and taking coats on and off. Using classroom equipment and outdoor area safely.</p> <p>Fine motor activities: Wrist and grip strengthening activities. Daily finger exercises. Scissor skill activities. Encouraging correct pencil grip, pencil control activities, letter formation. Access to tools, threading activities and construction,</p>	<p>Gross motor activities: Practising large circular clockwise and anti-clockwise and straight-line movements, large scale letter formation. Access to large construction, sand pit equipment, hoops, skipping ropes, stilts and balls. Taking coats on and off. Using classroom equipment and outdoor area safely.</p> <p>Fine motor activities: Wrist and grip strengthening activities. Daily finger exercises. Scissor skill activities. Encouraging correct pencil grip, pencil control activities, letter formation. Access to tools, threading activities and construction, jigsaws.</p>

	jigsaws.	
Literacy Reading and Writing	<p>Reading: Recognising own name. Hearing and saying the initial sound in words. Linking sounds to letters Blending sounds together to read simple words (Fred talk) Learning what a letter is and what a word is Playing sound and picture correspondence games and listening games Explore books and different types of text, e.g lists (The Scarecrows Wedding) Discuss characters and settings and link to own experiences Begin learning Read Write Inc set one sounds. Introduction of some 'red' words</p> <p>Writing: Learning to write letters and simple words. Writing a card, a label, a list, name, writing in play.</p>	<p>Reading: Linking sounds to letters Blending sounds together to read simple words independently. Playing sound and picture correspondence games and simple word games Discuss features of storybooks, Stick man, Room on the Broom, predicting outcomes and identifying the main events. Retell these stories as the basis for imaginative play. Join in with reading of familiar stories e.g. Owl Babies and Stick man and read some of the text. Continue learning Read Write Inc set one sounds including ch sh ng nk Blending and segmenting simple CVC words eg cat</p> <p>Writing: Learning to write letters and simple words in RWI. Writing a Christmas list, Christmas card, designing and writing labels.</p>
Mathematics	Say number names to 10 Recognition, formation and ordering of 1-5 Careful counting of objects and matching to numerals Counting sounds and movements. Subitising Asking what is the same- what is different? Using and understanding more and less/fewer Naming, recognising and talking about the properties of circles, triangles and squares Spotting shapes in the classroom and using shapes in pictures, models and construction.	Say number names to 20 Place numbers on a number line Recognition and formation of 1-10 1 more/1 less Number bonds to 5 Identifying a missing number in a sequence. Intro to the 'part-part-whole' structure. Changing quantities by adding and taking away Solving an addition problem by combining two groups. Naming, recognising and talking about the properties of rectangles and pentagons Spotting shapes in the classroom and using shapes in pictures, models and construction.
Understanding	All about Me Talking about and comparing themselves, their families, homes and community life – including the school community. Finding out about other children's experiences through discussion and looking at photographs and objects from home, compare and discussing similarities and differences. Talking about their own experience of birthdays and how birthdays are celebrated in their family. Observe and discuss the changes that happen in Autumn. (Bark rubbings, autumn walk, collecting artefacts, photographs, observational drawing, seasonal art) Introducing Interactive Whiteboard	Developing observation skills Learning about events from the past and celebrations - Christmas, Diwali, the Gunpowder Plot/Bonfire Night. Comparing similarities and differences between cultures and religions and past and present. Comparing London to Thurlby – discussing differences and sharing some children's experiences of visiting landmarks etc Learning about nocturnal and woodland animals. Investigating and finding out about seasonal changes.
Expressive Art and Design	Drawing themselves, and their family, drawing houses. Exploring the texture of a pumpkin. Colouring mixing (orange for pumpkins) Painting sunflowers and exploring music using the charanga scheme and instruments in the outdoor area.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Use various tools for artwork and design e.g. playdough tools. Independently select their own art and design materials to create with. Explain what their artwork is and signal key parts e.g. this is mummy, this is her hair etc. Recreate familiar stories (with adult support) Nativity songs, roleplay and performance COVID permitting

Please remember, children must wear their PE kits on Mondays and Thursday's. Children need a labelled water bottle in the classroom to access as and when they need a drink. Please listen to your children read and do their words as much as possible and complete the learning journal so that we can change their books. Keep the amazing Tapestry posts up!! They really will contribute to a wonderful memory for your child to treasure when they leave reception.

Please do not hesitate to contact me if you have any questions or you need any support.

Mrs Phillips