

This half term we will be:

Phonics

This half term we will be completing the phase 2 phonics. The children will be able to recognise all of the phase 2 sounds, including digraphs. They will apply those sounds in their reading and writing. It is very important that the children practice these sounds every day. There will be videos on Seesaw of the sounds they are learning. The children who practice these sounds at home are the ones that make the most progress.

You can support your child at home by: making sure they watch the seesaw videos with the sounds and letters. Go through the letter flashcards and asking them to read the tricky words.

Reading

As the children begin to link sounds to the corresponding letters, they will start to bring books home that have words. Please point out the tricky words and if the children come across a decodable word that they don't know please encourage the children to 'look at the letter, say the sound and blend the sounds together.' If they get stuck encourage them to say the initial sound in the word and then cross reference that with what they can see in the picture. Reading books will be given out on Friday along with homework – all reading records need to be brought in on Wednesday along with your homework and library book.

You can support your child at home by: listening to them read their reading book every day!

Maths

Your child will be consolidating their ability to recognise amounts to 5 (subitise) without counting them- this takes a lots of practise! Children should be able to identify where objects are by using prepositions (under/on top/next to/behind etc). They should begin to be able to make maps of imaginary or real places. Children should be able to estimate how many objects they have and check their guess by counting with 1-1 correspondence.

You can support your child at home by: making sure that the children stay in the green zone in Doodlemaths. Please remember that your role is to read and where necessary explain the question. DO NOT answer the question for them or the algorithm on the programme will move the children too far forwards and present the children with problems that are too challenging. Please come and speak to me if you need me to reset your account.

Physical Development

Letters to Grendel/restaurant menus/story maps – uses a tripod pencil grip/ Uses anticlockwise movements and retrace vertical lines. Begins to form recognisable letters

Woodwork area – practices some appropriate safety measures without direct supervision.

PE- Negotiates space successfully, adjusting speed and changing direction. Travels with confidence and skill, over, under and through balancing and climbing equipment.

Ongoing: Write from the Start- draws lines and circles using gross motor movements, develops pencil control.

Mathematics

Linking elephants – counts out up to 10 from a larger group.

My favourite fruit chart – Uses the language of more and fewer to compare two sets.

Labels for the restaurant - Records using marks that they can interpret and explain. Begins to use everyday language related to money.

Let's find a fruit bat – may enjoy making simple maps of familiar and imaginative environments with landmarks.

Monster footsteps - estimates number of things showing an awareness of size.

Numicon – Shows an understanding that numbers are composed of smaller groups.

Ongoing: Doodlemaths – with parent support at home and with adult

Understanding the World

The Diwali story/Christmas story -they know about similarities and differences between themselves and others and among families, communities and traditions.

How to find a fruit bat- Recognise some similarities and differences between life in this country and life in other countries

Rotting fruit experiment/ Chocolate experiment – makes observations about animals and plants and explain why some things occur and talks about changes.

Where have you been/where are you from? Talks about their own immediate environment and how environment might vary from one another.

Personal, Social and Emotional Development

Develops particular friendships with other children which help them understand different points of view. Recognise that they belong to different communities/social groups and communicates freely about home and community. Is more aware of their relationship to particular social groups and sensitive to predefine and discrimination. Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.

Reception Autumn 2 2023

Here are some of the learning experiences we will use to explore our theme:

Food

Core texts: Rama and the Demon King. How to Find a Fruit Bat. Grendel – a cautionary tale about chocolate.



Special Events

This half term we will be celebrating Diwali and Christmas. Dates for Christmas celebration will be shared later in the term.

Torchlit Walk Party
Nativity Play
Christmas Party
Christmas Lunch

Communication and Language

Describing fruit/fruit and chocolate experiment – Builds up vocabulary that reflects the breadth of their experiences. Questions why things happen and gives explanations. Extends vocabulary especially by grouping and naming.

Trek through the jungle – uses talk in pretending objects stand for something else.

What do you think lives in the cave? Introduce a storyline or narrative into their play

Philosophy for Children – listens and responds to ideas expressed by others in conversations or discussions.

Literacy

3 wishes - Uses their developing phonics knowledge to write things such as labels and captions – later progressing to simple sentences.

What do you need to take with you look for a fruit bat- gives meaning to marks as they draw, write or paint/type.

Writing menus for the restaurant - begins to make letter like shapes to represent the initial sound in their name

Story maps – Uses their developing phonics knowledge to write things such as labels and captions – later progressing to simple sentences.

Expressive Arts and Design

Restaurant role play- plays co-operatively as part of a group to act out a narrative.

Woodwork – selects appropriate resources and adapts work as necessary.

Diva lights - manipulates materials to achieve a planned effect.

Drawing bats – creates simple representations

Self portraits – bases - Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Nativity play– begins to build a collection of songs and dances.

Art week – responds imaginatively to art works and objects. Share their creations explaining the process they have used.

Ongoing: Song of the week – begin to build a collection of songs.