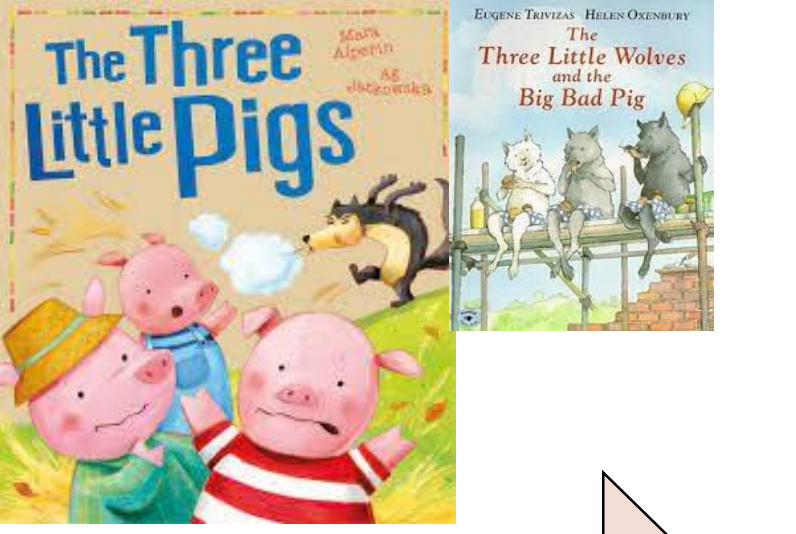
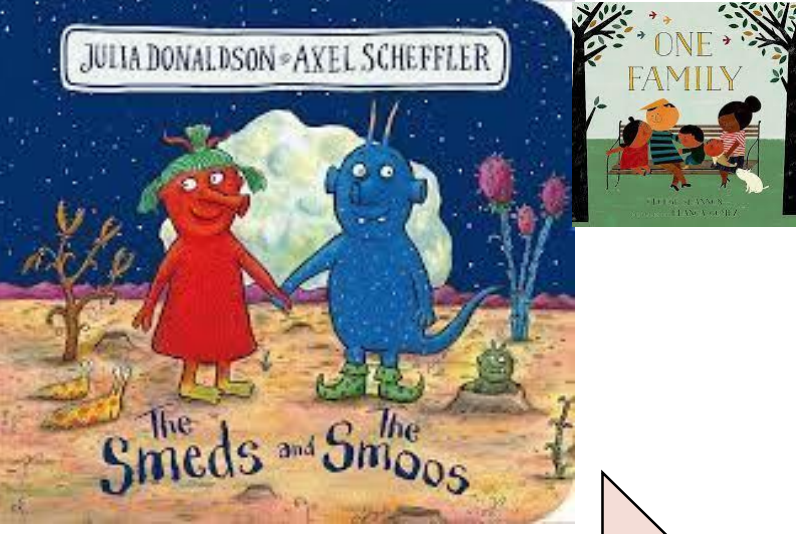
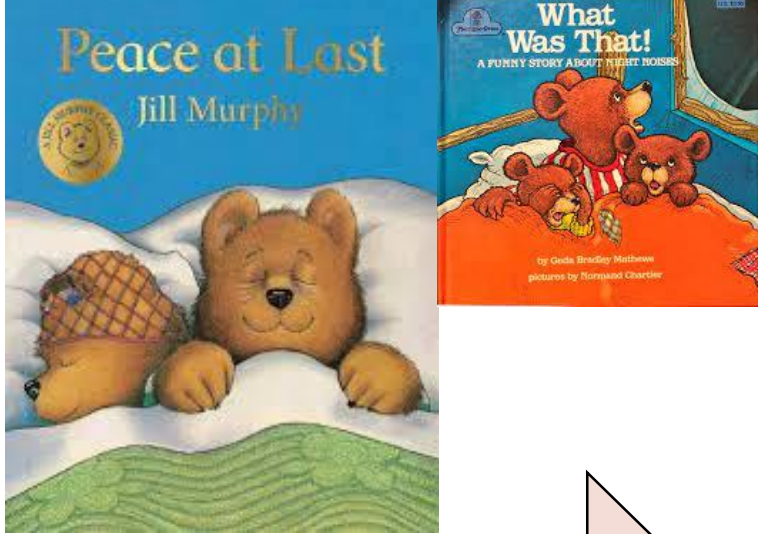
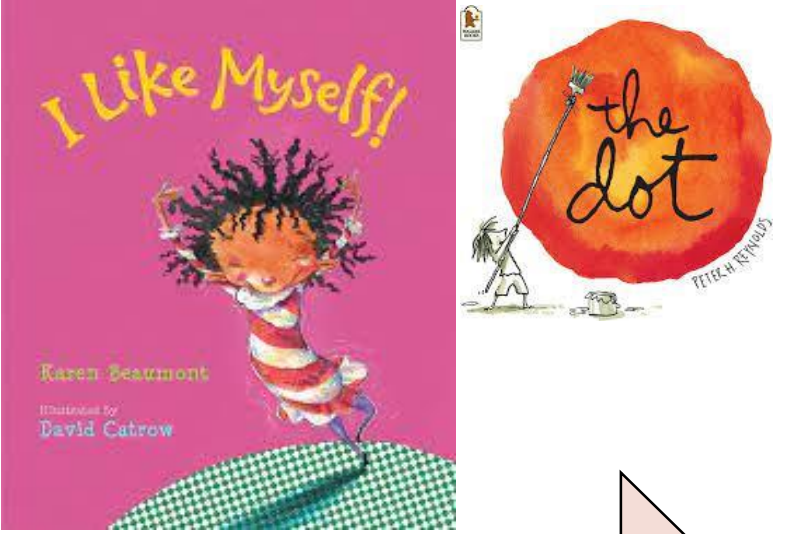


Autumn 1 Reception: All about me. Me in my school

Key books this term



Key Vocabulary

- Wild**- Something living outside, maybe fierce.
- Tame**- Not frightened of people.
- Mess**- Dirty, untidy or lots of things out.
- Stare**- When you look at something for a long time and don't move your eyes.
- Snout**- A nose on an animal. Found on a pig.
- Snorts**- A noise. Can you snort?
- Protruding**- Something that is sticking out.

-Key Questions?

- What do you like about you?
- What colour are your eyes?
- What colour is your hair?
- What's on the inside of your body?
- What is she balancing on her head?
- How is the lion feeling?
- What can you see on the inside of their bodies?
- What are they doing to have fun in the picture?
- Do you have a bike like this? What can you see?
- What do you think she looks like?

Key Vocabulary

- Different** – not the same as each other
- Wavy** – something that curves in and out
- Curly** – When talking about hair it goes round and round.
- Skin**- The thin layer covering the top of the body.
- Birthmark** – A mark on someone's body which has been there since birth.
- Freckles**- a small patch of light brown colour on the skin
- Twin**- One or two children or animals born at the same birth.
- Sign language**- A way to talk using your hands. If you are deaf you would use sign language.

-Key Questions?

- What type of hair do you have?
- Can you describe your skin?
- Who do you live with?
- Do you have any pets?
- Do you have any hobbies?
- What is your favourite colour?
- What is your favourite food?
- Which weather do you like the best?

Key Vocabulary

- Family** – A group of one or more parents and their children living together.
- Plan**- To think about and do something
- Different**- not the same as each other
- Jumper**- Something that you wear to keep you warm.
- Same**- identical. Not different.
- Unique**- being one of its kind, not like anything else.

-Key Questions?

- How are you different from your friend?
- Can you talk about who is in your family?
- Is all of your family the same or different?
- Do you have a jumper?
- Can you describe your favourite jumper?
- Is it good to be different? Should we be the same?
- Can you think of another word for different?

Key Vocabulary

- Snore**- A noise made when someone is sleeping
- Tired**- Need to sleep or rest.
- Late**- Late at night, it is getting dark.
- Pretending** – To make someone believe something is real, but it is not.
- Leaky**- Water dripping
- Uncomfortable**- Feeling slight pain, you want to move, you cannot get comfy.
- Rubbed**- a movement

-Key Questions?

- Where do you sleep?
- What is your bedtime routine?
- Do you have a light on or off?
- What noises can you hear when you go to bed?
- What does your house look like?
- What does your bedroom look like?
- What do you do when you can not sleep?
- How do you think Mr Bear is feeling?

Key Vocabulary

- Lake** – A large area of water.
- Planet**- We live on a planet. There are lots of planets in space.
- Strange**- difficult to understand or explain.
- Splashing**- Moving in water.
- Exploring**- Travel through a place and learn from it.
- Antenna**- Two long thin, pieces coming from the head.
- Clambered**- Climb or move in an awkward way.
- Distant**- Far away, space or time.
- Lured**- Tempted to go somewhere or do something.

-Key Questions?

- Why did the Smeds not talk to the Smoos?
- What do the Smeds live near?
- What do the Smoos live near?
- Where do the Smoos sleep?
- What do the Smeds love to do?
- What do Smoos like to eat and drink?
- What is the moon called?
- Which planet is covered in slime?

Key Vocabulary

- Straw**- dried stalks of grain used as a material
- Sticks**- a thin piece of wood fallen from a tree
- Bricks**- a man made block used for building
- Snarled**- an aggressive growl showing teeth
- Escaped**- broken free
- Angry**- a feeling when your really annoyed or cross
- Crawled**- a movement on your hands and knees
- Surprised**- Something that happens unexpectedly.

-Key Questions?

- Which materials did the little pigs use to build the houses?
- Why do you think the big bad wolf is cross?
- How do you think the little pigs are feeling?
- Why did the pigs escape?
- Why did the big bad wolf run away?
- Which house did not blow down?

Physical development



Funky Fingers

We have ongoing activities each week to strengthen fine motor skills. Examples of these are: Playdough, peg boards, drawing, threading beads, scissor skills and games. These fine motor activities will develop hand muscles and support letter formation.

Letter formation:

This is an important skill in learning to write. We have already sent home name sheets for your child to practise writing their names. This will also be done in school every day. First to write their first name and then their second.

We will start our handwriting sessions in class and will be sending home sheets to practise letter formation at home. Please encourage your child to hold their pencil correctly using a tripod grip.

This half term we will be looking at the handwriting lines and where the letters sit on them. Using alphabet aerobics and regular practise children will start writing and sitting the main body in the solid lines, the tall letters ascending to the top dotted line and the tail letters descending to the bottom dotted line.

In play

Our children will improve their fine motor skills whilst using construction toys, doll dressing, using an iPad, and in a range of other activities that will be out in our provision.

Coats and zips

If your child can not yet zip up their own coat, please keep practising with them at home. We know that sometimes winter coat zips can be tricky.



Phonics/ English

Oral blending

Blending in phonics is combining broken up sounds to make a word. For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading.

Sounds

We will begin to learn the single sounds of the alphabet. We say the pure sound (for example 'sssss' and without the 'uh' sound on the end) as this helps us when we blend sounds together to read words. As your child becomes confident, try putting 2 or 3 sounds together to read simple words, for example 'it' 'tap'.

Here is a useful video - [Sign With Steve - Cued Articulation, Alphabet \(CuedART\) SWSVID004 - YouTube](#)



AT HOME: Please play games such as I spy to help your child distinguish between different sounds.



Phonics

We are currently updating the phonics scheme that we use in school. We are moving to a scheme called Monster Phonics. Please keep an eye out for more information in the near future. If you would like a sneak preview, you can find information here <https://monsterphonics.com/>

Mathematics

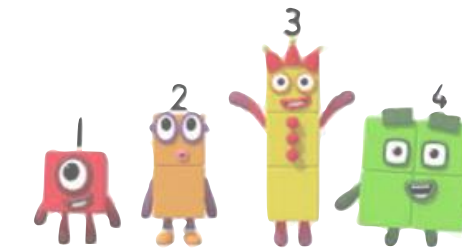
We follow the White Rose scheme for maths, incorporating numicon and number blocks to support our maths.

Matching and sorting everyday objects such as buttons, socks, lids and playing memory games such as snap and matching pairs.

Comparing the sizes, heights, lengths and amounts of objects.

Copying and creating patterns using natural objects and fruit.

AT HOME: Involve your child in matching up the socks in the laundry basket and using the word 'pairs' to describe them.



Understanding the world



The natural world

Welly Wednesday's are a fantastic opportunity for children to explore their natural world. We will be paying close attention to the environment and how this is changing from Summer to Autumn. Autumn is the perfect time to explore a wide range of natural materials and use these to expand our learning in maths and art too.



People and Communities

In late September/ early October the children will be visiting a local allotment. Here they will engage with members of the local community and help to sow and grow some foods. Some members of the allotment will come into school and support children to grow some foods in our very own vegetable patch too.



AT HOME: Go on a nature scavenger hunt. What natural items can you find? How many can you collect? Can you teach your child the name of the items you have found?

Expressive arts and design

Art and Design

In each classroom there is a variety of craft materials for children to explore during their continuous provision. This half term we will be looking at colour mixing and how to use art resources correctly.

Music

We are trialing a new music scheme in school which is called Sparkyard. This half term we will be learning some new songs which include Makaton actions. Alongside these we will be exploring beat and tempo using our bodies and a range of percussion instruments.



AT HOME: Listen to different types of music. Ask your child how the music makes them feel.



PSED

Jigsaw

We follow a scheme called Jigsaw to focus on building positive relationships and develop self esteem in learning. It links well into our Early Years curriculum (EYFS). The topic focus for this half term is 'Being Me in My World'. We will look at what different emotions look like and discussing how they make us feel inside.



AT HOME: It is important to validate children's emotions so when they are happy say I can see you are happy you have a smile on your face, I can see you are sad because you are crying. It helps them to understand what the emotion is and also that it is ok to feel this way.

Remember to log any home learning onto Seesaw. If you need reminders of your login details, please get in touch with your child's class teacher.