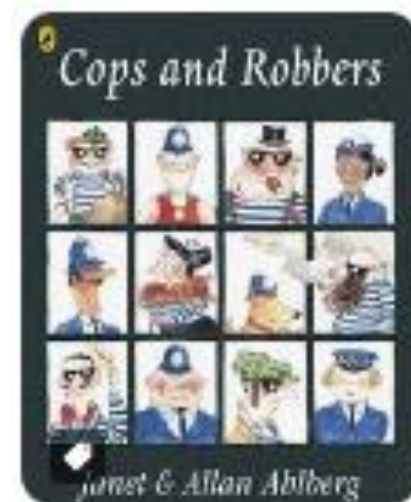
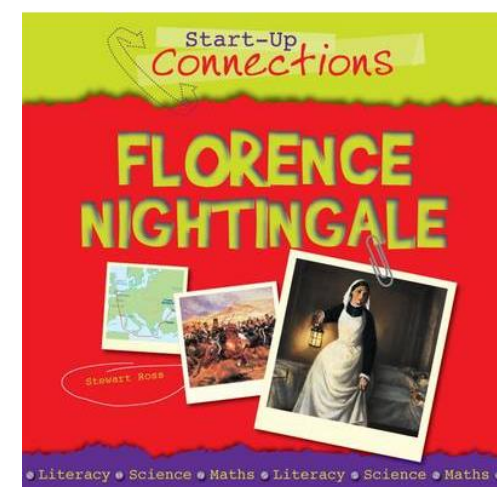
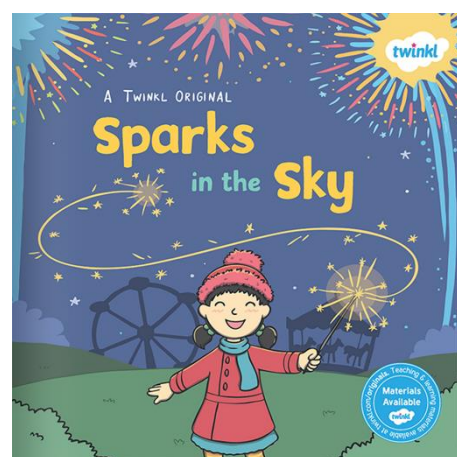


Autumn 2 Reception and Year One: People who help us.

Key books this half-term



Key Vocabulary

- **Fire Fighters** - People who are trained to control and put out fires.
- **Fire Engine** - A vehicle that is designed to help in fighting fires by taking firefighters to the scene.
- **Equipment** - The things you need for a particular purpose.
- **Brave** - Doing something even though we are scared.
- **Reliable** - Someone you can trust and will do what they say they will do.
- **Protect** - Keeping us safe from harm or injury.
- **Firework** - A spectacular effect that explodes when ignites, used for display or celebrations.

Key Questions?

- What does a fire fighter do?
- What equipment do they use?
- Why do they need to use the siren on the fire engine?
- How can I keep myself safe on Bonfire night?
- Where does the fire engine stay?
- Why do people want to be a fire fighter?
- How do you make yourself feel brave?

Key Vocabulary:

- **Modern** - Relating to present and recent time.
- **Injured** - Hurt, damage, or loss sustained.
- **Crowded** - Filled with many or too many people or things.
- **Medicines** - A drug or other preparation for the treatment or prevention of disease.
- **Trained** - Having been taught a particular skill or type of behaviour through practice and instruction over a period of time.

Key Questions?

- What job did Florence Nightingale have?
- What were hospitals like in the 1800s?
- How did Florence change the hospital?
- What did Florence do after the war?
- Why are Nurses important?

Key Vocabulary

- **Hardworking** - Tending to work with energy and commitment.
- **Gruff** - Rough and low in pitch.
- **Warning** - A statement or event that warns of something or someone.
- **Pummelled** - Strike repeatedly with the fists.
- **Fondness** - Affection or liking for someone or something.

Key Questions?

- Why did the robbers want to steal?
- Who saved the day?
- Do robbers look like that today?
- Do police (cops) look like that today?

Key Vocabulary

- **Lorry** - A large, heavy motor vehicle for transporting goods or troops; a truck.
- **Hopper** - A container for loose bulk material such as grain, rock, or rubbish, typically one that tapers downward and is able to discharge its contents at the bottom.
- **Town** - A built-up area with a name, defined by boundaries, and local government, that is larger than a village and generally smaller than a city.
- **Recycling** - The action or process of converting waste into reusable material.

Key Questions?

- Do you know what the different coloured bins at your home are used for?
- What things can we recycle?
- Why is recycling good for the environment?

Key Vocabulary

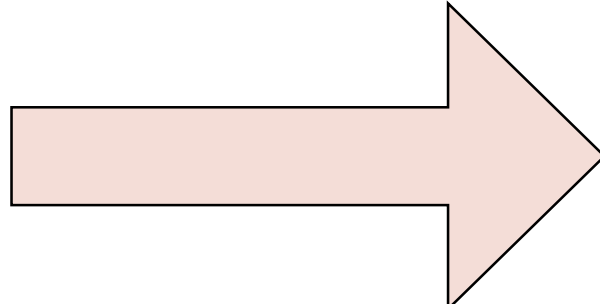
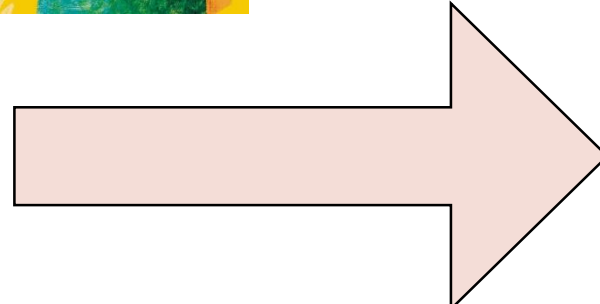
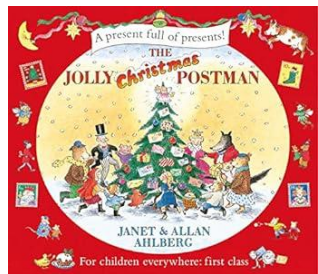
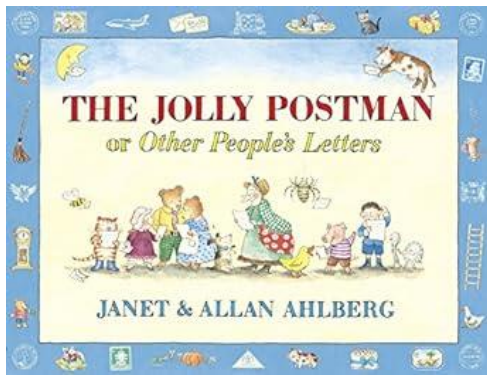
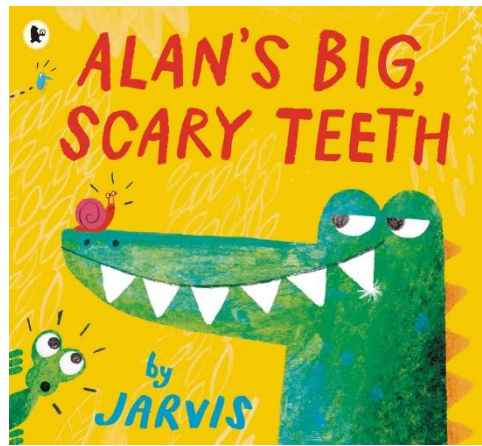
- **Woes** - Is great sadness.
- **Rage** - A very strong feeling of being angry that is hard to control.
- **Leapt** - A large jump.
- **Tweak** - To make a small change to something.
- **Tangle** - To become twisted together.

Key Questions?

- How do you think Hairy McClary was feeling waiting in the vets?
- Why did he start a rumpus in the vets?
- Who tried to help stop the rumpus? What happened to her?
- Why were the animals in the vets?
- What is a vet?

Autumn 2 Reception: People who help us.

Key books this term



Key Vocabulary

- **Jungle** - A jungle is a forest thick with trees, other plants, and animals.
- **Scary** - Something that makes you feel afraid or scared.
- **Polishing** - Making something smooth and shiny by rubbing it.
- **Tumble** - Suddenly falling over to the ground.
- **Teeth** - Hard bony structures in your mouth used to chew foods.
- **False** - It is not true.

Key Questions?

- What happens when you go to the dentist?
- How can I keep my teeth healthy?
- Why are your teeth important?
- How do you think Alan feels when he loses his teeth?
- Why do you think the animals are scared of Alan?
- Do your teeth look the same of different to Alan's? Why do you think this is?

Key Vocabulary

- **Jolly** - Someone who is happy and cheerful.
- **Shy** - Feeling a little scared around other people.
- **Fiddler** - Someone that plays the violin.
- **Cosy** - Being comfortable and warm.
- **Workshop** - A shop where lots of things are made.
- **Chiming** - The noise a clock makes when it reaches different times during the day.

Key Questions?

- How do you know that the Postman is Jolly?
- Would you like to be a post person? Can you tell me more about your answer.
- The Postman was a little bit worried about delivering the wolf's letters. Why do you think he felt worried?
- Who's workshop was the postman visiting? What could you see inside the workshop?

Physical development

Letter formation

This is an important skill in learning to write. We have now started handwriting sessions in class and are currently working on the 'c' letter shapes- c o a d g.

Please encourage your child to hold their pencil correctly using a tripod grip.



Coats and zips and gloves

Some children can fasten their own coats, which is fantastic. If your child can not yet do this independently, please keep encouraging them to practise. As the weather becomes cooler and gloves are brought to school, please allow your children time to practise putting these on at home.



Gross motor

The children use their gross motor skills to perform every day functions, such as walking, running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and hitting a ball with a bat). They will have the opportunity to use balance bikes and scooters. In PE, the children will use apparatus to aid rolling, jumping and climbing.



YEAR 1

Writing

This half-term, we will be working on simple recount writing. This will include the children writing simple sentences to include the vocabulary first, then, next, finally.

Grammar

We will be writing sentences using capital letters, full stops and finger spaces accurately. We will be using adjectives to expand our sentences (The green frog can hop. The fluffy teddy was on the bed.)

Handwriting

We will be checking the formation of all the letter shapes and their placement on our handwriting lines. It is important that children are holding a pencil correctly and that all letters are formed correctly.

Spellings

The children will take part in weekly spelling checks. Please look out for spellings coming home and practise with your child. The words that the children will spell are linked to the high frequency words. It is important your child can read these words as well as spell them.

English

AT HOME: It is really important that you practise reading and key words at least three times per week. Please log this in your child's reading diary.



Phonics

We will continue to teach daily phonics using our Monster Phonics scheme. Year 1 are being introduced to new digraphs (two letters that make one sound) and should continue to practise reading words containing these sounds (these have been sent home). Reception children will continue learning the single sounds, using them to blend and read simple words.

Reception

This half-term, the children will be working on writing their name independently. Please practise this at home. They will also use the letters and sounds they know from phonics to start writing simple words (e.g. cat, bus, hen).

Mathematics

Year 1

Shape

We will recall 2D shapes and will recognise and name 3D shapes, and make shape patterns.

Place value

We will count, read and write numbers to 20, as numerals and as words.

Addition and subtraction

We will add numbers within 20, and will explore crossing ten e.g. $9+7=16$. We will use objects and number tracks to support us with this.

Mastering number

Each day we practise counting and number skills. We will explore odd and even numbers and doubles.

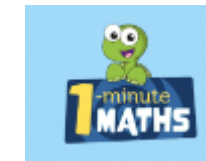
Reception

2D shapes

We will be exploring and describing triangles, circles, squares and rectangles.

Numbers within 10

We will be counting to 6, 7, 8, 9 and 10 and recognising the numerals. We will explore one more/less, and recall number bonds e.g. $5+5=10$, $6+4=10$. When the children are confident with this, we will explore combining two groups to add, and subtract within 10 using objects to help us.



One minute maths!

Download the White Rose One Minute Maths app, to support your child with number fluency.

PSED

This half-term, we will be taking part in Anti-Bullying Week together. We will learn what bullying is, how it can make people feel and what do if we think someone is being bullied.

Jigsaw

This half-term, our theme is Celebrating Differences. The children will learn to recognise and respect what makes each of us unique and think about how we can include others in our play and learning. They will explore ways to solve problems together and practise how to give and receive compliments kindly. We will also celebrate what makes us all special by taking part in Odd Socks Day!

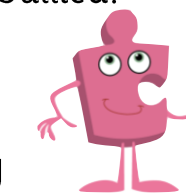
PE

Indoor – Gymnastics

In this unit, the children explore and develop basic gymnastic actions on the floor and using low apparatus. They will practise fundamental skills, such as, jumping, rolling, balancing and travelling.

Outdoor – Ball Skills

In this unit, the children will explore and develop their fundamental ball skills, such as throwing, catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.



Expressive arts and design

Design and Technology

This half-term, we will be exploring mechanisms. The children will use card to design and create moving pictures and pop-up cards. Through these activities, the children will develop their scissor skills, learn how to measure accurately and practise drawing straight lines with a ruler.

Music

We are continuing to investigate different percussion instruments to explore how we can create a variety of tempos, pitches and tones.

Nativity

This half-term, the children will have the opportunity to sing and speak in our Nativity Play. The children will be practising different songs and to use big, clear speaking voice.

Understanding the world



This half-term will see the children becoming excited about many festivals including Bonfire Night and Christmas. There will also be discussions around Remembrance Day and the significance of poppies.

The natural world (Science)

This half-term, we will be exploring seasonal changes, with a focus on the signs of Autumn. The children will observe how the natural world changes as the weather gets colder, discuss how animals cope with the cooler days and learn about hibernation including which animals hibernate and why.



People and Communities

This half-term, we are learning about the people who help us. We have invited into school different people of the community for the children to meet, ask questions and understand their profession. This includes firefighters, hospital workers and people with support dogs. We will practise our conversational skills and questioning skills to learn from these community heroes.

History

This half-term has a strong emphasis on history as we explore the historical figure of Florence Nightingale. We will be learning about how she contributed to national and international achievements and how she has influenced life today.

We will be comparing how hospitals have changed over time and will also be having a visit from a paramedic, who will be bringing an ambulance to school.

Computing

This half term, we are learning about digital painting. We will explore technology to and tools to do this, and will link our creations to celebrations.

Reception and Y1 Phonics for the Autumn term. Your child should know the words and sounds up to and including Week 6.

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
							ASSESSMENT 1					ASSESSMENT 2

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea e@	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFV REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs			100 HFVs				200 HFVs				



Key Instant Recall Facts

Reception | Autumn 2



Key Instant Recall Facts

Year 1 | Autumn 2



I can recognise quantities, without counting, up to 5.

By the end of this half term, children should be able to recognise a small group of objects (up to 5) without needing to count them. The ability to be able to recognise an amount of objects without needing to count is called subitising.

	<p>Children should recognise know that this tens frame shows 3 without counting</p>
	<p>and recognise that this shows 4 cubes without counting.</p>

Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? Use practical resources – Show your child a small group of objects. Ask them how many there are without counting.

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots> - put dots on the ladybird, how many are there?

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/> - using a 5 frame

I can add 2 to a number.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

$0+2=2$ $1+2=3$ $2+2=4$ $3+2=5$ $4+2=6$ $5+2=7$ $6+2=8$ $7+2=9$ $8+2=10$ $9+2=11$ $10+2=12$	<p>They should also know the commutative calculations: (the other way round).</p> $2+0=2$ $2+3=5$ $2+6=8$ $2+10=12$
<p>Key vocabulary 8 add 2 equals 10 3 plus 2 is the same as 5 If I have 6, then I get 2 more, how many in total now?</p>	

Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Play games such as <https://www.topmarks.co.uk/math-games/mental-maths-train> to make it more fun!