

## Reception Autumn 2024 First Half Term Overview

### Topics: Starting school and signs of Autumn.

In class your child will be...	At home you could...
<b>PRIME AREA: Communication and Language</b>	
<ul style="list-style-type: none"> <li>• Settling in</li> <li>• Making friends</li> <li>• Talking about experiences that are familiar to them</li> <li>• Identifying rhyming words</li> <li>• Sharing facts about themselves</li> <li>• Sharing stories</li> <li>• Learning talk routines through the day. For example, arriving in school: “Good morning, how are you?” and completing the register “Good morning. Please may I have...” (lunch choice)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your child about their day. Try using the following questions: What did you like best about your day today? Who did you help today? Who was kind to you today? What made you feel happy today?</li> </ul>
<b>PRIME AREA: Personal, Social and Emotional Development (Jigsaw Unit: Being me in my world)</b>	
<ul style="list-style-type: none"> <li>• Understanding how it feels to belong and that we are similar and different.</li> <li>• Starting to recognise and manage their feelings.</li> <li>• Enjoying working with others to make school a good place to be.</li> <li>• Understanding why it is good to be kind and use gentle hands.</li> <li>• Starting to understand children’s rights and this means we should all be allowed to learn and play.</li> <li>• Learning what being responsible means</li> <li>• Learning our three school rules: <b><i>Be Ready, Be Responsible and Be Safe</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Help your child to identify their feelings by helping them to describe and name them.</li> <li>• Praise your child for making good behaviour choices</li> <li>• Give your child a new task at home to be responsible for e.g. pairing the socks or feeding a pet</li> </ul>
<b>PRIME AREA: Physical Development</b>	
<ul style="list-style-type: none"> <li>• Manipulating objects</li> <li>• Drawing lines and circles using gross motor movements.</li> <li>• Holding their pencil/paint brush beyond whole hand grasp</li> <li>• Working on their Pencil Grip</li> <li>• Playing cooperation games i.e. parachute games</li> <li>• Investigating different ways of moving</li> <li>• Continuing to develop good personal hygiene.</li> <li>• Negotiating space and obstacles carefully and safely</li> <li>• Developing core strength, stability, balance, co-ordination and agility</li> <li>• Creating and playing games indoors and outdoors</li> <li>• Developing ways of moving, such as jumping, running, skipping, climbing and hopping</li> </ul>	<ul style="list-style-type: none"> <li>• Go to the park and encourage your child to use the equipment.</li> <li>• Ensure that your child continues to develop good personal hygiene by using the toilet independently, brushing their teeth and washing their hands properly.</li> <li>• Practise standing on one foot together, once they master one foot, try balancing on the other!</li> <li>• Play simple playground games together outside, such as Hide and Seek, Grandmother’s Footsteps, What’s The Time Mr Wolf? And Stuck in the Mud.</li> </ul>

<b>SPECIFIC AREA: Literacy</b>	
<ul style="list-style-type: none"> <li>• Joining in with rhymes and showing an interest in stories with repeated refrains</li> <li>• Noticing environmental print</li> <li>• Sequencing familiar stories through the use of pictures to tell the story.</li> <li>• Recognising some initial sounds</li> <li>• Taking part in name writing activities</li> <li>• Engaging in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Read with your child. Enjoy many stories.</li> <li>• Read the same books repeatedly until your child knows them off by heart!</li> </ul>
<b>SPECIFIC AREA: Mathematics</b>	
<ul style="list-style-type: none"> <li>• Embedding the one-one principle: This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.</li> <li>• Counting to 1, 2 and 3</li> <li>• Counting to 4</li> <li>• Counting to 5</li> <li>• Sorting into 2 groups</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children to line up objects and touch each one as they count saying one number name per object.</li> <li>• Identify numbers in the environment e.g. house numbers, aisle numbers in the supermarket etc</li> <li>• Play board games with dice. Encourage the children to identify the quantity shown without having to count them.</li> </ul>
<b>SPECIFIC AREA: Understanding the World</b>	
<ul style="list-style-type: none"> <li>• Drawing similarities and make comparisons between other families.</li> <li>• Naming and describing people who are familiar to them from their community.</li> <li>• Reading fictional stories about families and start to tell the difference between real and fiction.</li> <li>• Navigating around our classroom and outdoor areas</li> <li>• Introducing children to different occupations</li> <li>• Learning about the concept of the past</li> <li>• Taking part in RE Unit Lessons: Being special: where do we belong?</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and comment on photos of your family; naming who they can see and of what relation they are to them.</li> <li>• Talking about what they do with their family and places they have been with their family.</li> <li>• Create treasure hunts to find places/ objects.</li> <li>• Discuss their experience of past family celebrations e.g. birthdays</li> </ul>
<b>SPECIFIC AREA: Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>• Joining in with songs</li> <li>• Beginning to mix colours.</li> <li>• Joining in with role play games and use resources available for props.</li> <li>• Building models using construction equipment</li> <li>• Singing call-and-response songs, so that children can echo phrases of songs you sing.</li> <li>• Learning about line and shape through self-portraits</li> <li>• Junk modelling and explaining what they did.</li> <li>• Exploring sounds and how they can be changed, tapping out of simple rhythms.</li> <li>• Music Lessons (Charanga) Unit: Me! Learning and performing the following Nursery Rhymes: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Things For Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Sing nursery rhymes together. This website has lots that you could enjoy: <a href="https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx">https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-a-to-z-index/z4ddgwx</a></li> <li>• Paint pictures with your child and have fun mixing colours.</li> <li>• Encourage your child to notice facial features e.g. their eye and hair colour and that of their family. Make it clear that although everyone is different there are similarities.</li> <li>•</li> </ul>