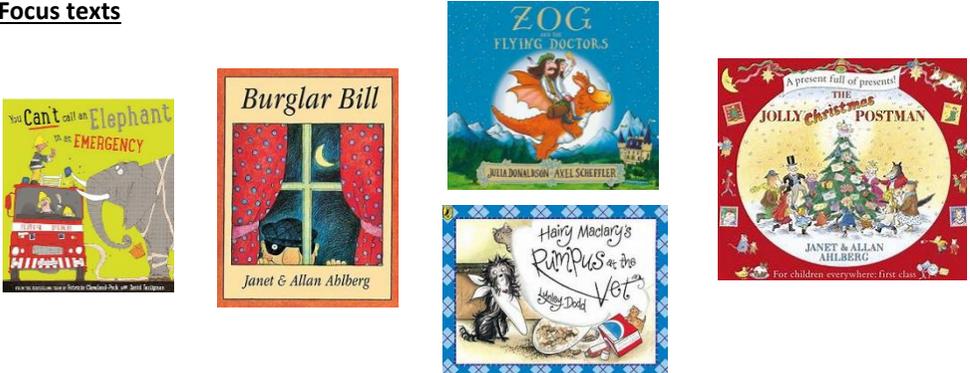


Wrens termly overview – Autumn 2, 2024

<p>What are we learning in Reception?</p>  <p style="color: red;">Who helps us in our community?</p>	<p>Focus texts</p> 	<p>Key experiences and dates</p> <p>Angling enrichment – 4th November Remembrance day – 11th November Odd sock day – 12th November Children in need – 15th November Visit from a nurse – 25th November Visit from a vet – 4th December Nativity – 11th December 2pm Panto – 12th December Christmas concert – 20th December 1pm</p>
<p>PSHE</p> <p>In PSHE this term the children will be exploring ' Me and my relationships'. They will talk about similarities and differences between themselves and others and name special people in their lives. They will also describe different feelings and identify who can help if they are sad, worried or scared as well as discussing ways to help others.</p> <ul style="list-style-type: none"> • See themselves as a valuable individual and discuss what makes them who they are, including physical and personal attributes and their likes and dislikes. • Build constructive and respectful relationships with new friends and adults. • Identify feelings and explore how to manage them. • Understand how to manage their own needs including <i>washing hands, using the toilet at school, dressing for PE, collecting lunch.</i> • Take turns with a little support from an adult or with the systems in place, e.g. sand timers. 	<p>CL</p> <p>This term the children will continue to develop their listening and attention skills, understanding features of good listening, such as looking at the person who is speaking, actively listening to <i>what</i> is being said and waiting for our turn to talk. We will also explore a range of ambitious vocabulary through Drawing Club and understand their meanings. The children will also learn new songs and rhymes connected to celebrations and our nativity songs.</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Explore new vocabulary. • To ask the meaning of new words and sometimes use them in my own speech. • To learn new rhymes, songs and poems and join in. 	<p>PD</p> <p>This term the children will be developing their movement skills within a dance unit. They will also continue to develop their gross motor skills within Forest School sessions.</p> <ul style="list-style-type: none"> • Revise and refine fundamental movement skills within PE lessons, Forest school and within classroom /outdoor provision. • PE lessons will focus on developing skills within dance, including developing an understanding of moving to the music, listening to the rhythm, moving in time to the beat and recognising the intensity of the music. • Develop and refine fine motor skills and hand eye coordination needed for writing.
<p>Maths</p> <p>In Maths this term the children will be focusing on numbers 4 and 5. They will find, subitise and represent numbers in a variety of ways and identify one more and one less than a number. The children will also explore the composition of numbers 1-5 and begin to use part-part-whole models and five and tens frames. They will also learn about shapes with four sides. They will identify and name shapes with four side, combine the shapes and find shapes in their environment.</p> <ul style="list-style-type: none"> • Count orally, using number rhymes and songs • Count objects in a group • Recognise numerals and match to a number of objects • Begin to subitise numbers 0-5 and develop a deep understanding of numbers to 5. • Begin to form numerals • Explore 2D shapes. 	<p>Literacy</p> <p>In English this term the children will be exploring a range of stories in Drawing Club, such as You can't call and elephant in an emergency, Burglar Bill and Zog and the Flying Doctors. They will learn a wide range of ambitious vocabulary linked to each story and will be encouraged to use these throughout each week – please do ask your children what words they have learned in Drawing Club! We will continue to focus on forming letters correctly and writing CVC words as well as practising oral blending and reading simple words.</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Begin to blend sounds they know to read simple CVC words. • Begin to form letters correctly. • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness e.g. <i>by listening to sounds and blending them.</i> 	

UW

This term the children will learn about different occupations of people in our community and understand how people help us. The children will explore the world around them and identify seasonal changes between Autumn and Winter. They will also explore changes in materials such as ice melting and cooking food. In RE the children will explore the unit: 'Why is Christmas special for Christians?' They will talk about people who are special to them and say what makes their family and friends special to them. They will recall simply what happens at Christmas and begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. They will retell religious stories, making connections with personal experiences.

- Talk about members of their immediate family and community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.

EAD

This term the children will be designing and making their own autumnal soup. They will explore and compare different fruits and vegetables, learn how to use a knife safely and use tools to prepare ingredients. They will also design their own packaging. We will learn Christmas songs for our nativity learning melodies and rhythms. The children will also have the opportunity to develop their artistic skills within their play. For example creating poppy collages and paintings, fireworks, Christmas decorations and cards.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance performing solo or in groups.

How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas:

Personal Social & Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings *e.g. what fruit shall we buy? How does that story make you feel? What did you like best?*
- Encourage their attempts at independence and don't worry when they don't always get things right *e.g. dressing themselves, doing up fastenings, tidying up.*
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome *e.g. would you like this or that story before you go to bed?*
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say, with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.
- Don't be afraid to use more complex vocabulary and explain its meaning.

Please speak to us if you have any concerns about your child's language development.

Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.



Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed. Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'. Play counting-based games such as dominoes, ludo, snakes and ladders or snap.
- Play 'spot the number' – focus on the numerals 0 to 9, and challenge your child to find them everywhere – on front doors, clocks, car registrations, birthday cards etc.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child's interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child's developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

Understanding the World

- Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.
- Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities.
- Read and talk about information books based on their interests.
- Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community.
- Ask questions such as, 'what would you like to do when you grow up?'

Expressive Arts and Design

- Encourage them to draw, make pictures and models of what they are interested in.
- Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy.
- Keep a 'busy box' with things like string, tape, wrapping paper scraps, lolly sticks, and stickers that your child can use to make whatever they want and ask them to talk about their creations.
- Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes.
- Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Five little monkeys' and 'Jack and Jill'.