
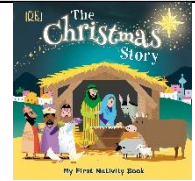
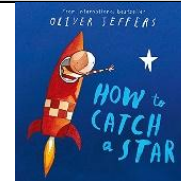
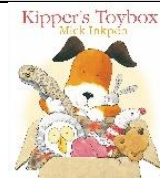
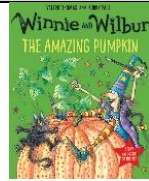
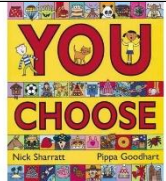


In the Autumn term children will be learning:

<p>Skills for Life</p> <p>Communication</p> <p>Team Work</p> <p>Resilience</p> <p>Being Safe</p>	<p>CoEL</p> <p>Playing and exploring</p> <ul style="list-style-type: none"> - Finding out and exploring - Playing with what they know <p>Active learning</p> <ul style="list-style-type: none"> - Being involved and concentrating - Enjoying achieving what they set out to do <p>Creating and thinking critically</p> <ul style="list-style-type: none"> - Having their own ideas 	<p>Childhood Experiences</p> <ul style="list-style-type: none"> - Meeting professionals from a range of careers - Autumn walk collecting natural pieces - Making pumpkin soup 	<p>KSU Passports</p> 
---------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

Core Books



<p>Communication and Language</p>	<p>Communication and Language skills will be developed this term with a strong focus on developing vocabulary and conceptual understanding. We use Launch Pad for Literacy as our approach in order to identify speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and Quality First Teaching. We also learn how to use very simple greetings in French and in other languages spoken by our friends.</p>				
	<ul style="list-style-type: none"> - Set expectations for listening to practitioners and peers - Introduce new vocabulary using language plans to support - Encourage children to look at the pictures from the story independently and say what they see and make conversation based around the pictures 	<ul style="list-style-type: none"> - Introduce new vocabulary using language plans to support - Encourage children to use new language in context - Play Kim's game 	<ul style="list-style-type: none"> - Finish patterns created by adults - Play group games to encourage communication 	<ul style="list-style-type: none"> - Address misconceptions about the story (can you catch a star?) - Create own patterns independently 	<ul style="list-style-type: none"> - 'Elf on the shelf' (daily discussions about where the elf is and what it is doing)
<p>Personal, Social and Emotional Development</p>	<p>This term focuses on settling into our 3 Reception classes and meeting new friends. We will look at who we are as individuals and what makes people special, celebrating similarities and differences.</p>				

	<ul style="list-style-type: none"> - Share likes and dislikes when looking at different pages - Talk about our families and point differences and similarities between families - Discuss healthy and unhealthy food choices 	<ul style="list-style-type: none"> - Encourage children to put their own coats on and zip them up - Recap healthy eating choices and specifically focus on vegetables 	<ul style="list-style-type: none"> - What is special to us? - Discuss feelings of loss and worry - How can we look after our things so we don't misplace them? 	<ul style="list-style-type: none"> - Resilience - how do we overcome problems? 	<ul style="list-style-type: none"> - Giving - what can we do for others?
Physical Development	We will be using whole class sessions in the large space of the school hall to focus on spatial awareness, getting changed for these PE lessons independently. We develop our gross motor skills through access to our Outdoor Play and Learning curriculum (OPAL). Fine motor control will be reinforced, for example by letter formation activities and the safe use of scissors.				
	<ul style="list-style-type: none"> - Practise taking socks and shoes off and on for PE - Model correct letter formation and provide a range of tools to encourage writing - Children to use the pages from 'You Choose' to cut out pictures independently 	<ul style="list-style-type: none"> - Outdoor environment will be set up to practise skills taught in PE lessons. - Support children to use the correct pencil hold - Children practise hammering using a pumpkin and golf tees 	Follow the medium term plan for Physical Education lessons.		
Literacy	Daily phonics sessions are ongoing this term, focusing on Set 1 letters from the Read, Write Inc programme. Sounds are recapped consistently through Pinny Time. Blending and segmenting of simple words using these sounds are reinforced daily through Fred games. Early Literacy skills gaps are identified through Launch Pad and opportunities to bridge these gaps are provided through informed intervention. Regular story sessions play an important part of the day where both new and familiar stories are shared.				
	<ul style="list-style-type: none"> - Teach a new sound daily - Fred games – segment spoken words for children to blend together - Name writing - Labelling - Create comic strips using pictures from the book 	<ul style="list-style-type: none"> - Write lists - Look at different types of instructions; recipes, building furniture - Model following instructions for a purpose through making pumpkin soup as a class - Model writing the initial sound in words - Model reading and writing CVC words 	<ul style="list-style-type: none"> - Introduce words; beginning, middle and end - Order pictures from the story - Write character list 	<ul style="list-style-type: none"> - Story ordering focusing on beginning, middle and end - Retell story - Draw story maps - Read and write CVC words - List writing 	<ul style="list-style-type: none"> - Retell the story - draw story maps - Read and write CVC words - Write simple captions about pictures from the story

Mathematics	We follow the White Rose maths scheme in EYFS. Our maths provision is underpinned by the counting principles (the one-to-one principle, the stable-order principle, the cardinal principle, the abstraction principle and the order-irrelevance principle). Children are introduced to and encouraged to use manipulatives to support their mathematical understanding. These include Numicon, Quisenaire rods and Rekenrek, as well as open-ended, natural resources.				
	<p>Getting to know you</p> <ul style="list-style-type: none"> - Introduce areas of continuous provision - Recap Numicon and how it can be used to support understanding of number 	<p>Just Like Me!</p> <ul style="list-style-type: none"> - Children learn that objects can be sorted, matched and compared - Children compare small amounts - Children compare and order by size, mass and capacity 	<p>It's Me 1, 2, 3!</p> <ul style="list-style-type: none"> - Children identify representation of 1, 2, and 3 - Children count or subitise sets of up to 3 - Children match number names to numerals - Children compose and compare amounts to 3 - Children use simple marks to represent amounts in a game 	<p>Light and Dark</p> <ul style="list-style-type: none"> - Children count on or back to 5, accurately using the counting principles - Children count or subitise sets of up to 5 - Children match number names to numerals - Children know that the final number they say is the quantity of the set - Children use marks to represent amounts - Children compose and compare amounts to 5 - Children explore one more and one less - Children use 5-frames to support their mathematical understanding - Children learn that squares and rectangles have 4 sides and 4 corners - Children identify squares and rectangles in all sizes and orientates - Children talk about day and night - Children order key events - Children measure time in a simple way (calendar, timer, etc) 	
Understanding the World	During OPAL, we look for changes that occur during Autumn to support our scientific understanding. Children are encouraged to be curious and to ask questions – stimulating a sense of excitement about natural phenomena and developing the foundations of scientific enquiry. We find out about different festivals such as Diwali and Christmas and how people celebrate them. We explore a range of technological toys and equipment.				
	<ul style="list-style-type: none"> - Introduce Seasons and teach about the current season; Autumn - Talk about where we live and different homes - Provide opportunities to build homes in the construction area using a range of materials and label them - Talk about careers and welcome visitors from different roles 	<ul style="list-style-type: none"> - Teach about Harvest - Where does food come from? - Teach about life on the farm - Introduce new types of vegetables, learn their names and what they look like 	<ul style="list-style-type: none"> - Explore light (shadows/light/dark) - Create a dark area for children to explore with torches - Draw around shadows in the outdoor environment 	<ul style="list-style-type: none"> - Learn about Stars and what they are - Learn about Space and the planets 	<ul style="list-style-type: none"> - Teach Christianity - Celebrate Christmas

	(drawing on the pages from the book)				
Expressive arts and design	Through stories, role play and small world play, we extend opportunities to explore imagination. Creative materials such as paint, dough and collage are used to explore colour and texture. Music and movement experiences are ongoing too, through the use of instruments and regular songs and rhymes. Through OPAL, we explore the world of engineering by visits to our Invention Hut.				
	<ul style="list-style-type: none"> - Model how to access the creative areas appropriately - Introduce illustrators as artists for children to use drawings from books to influence their drawings 	<ul style="list-style-type: none"> - Use objects from the natural world to create pictures representing autumn - Observational drawings of vegetables - Model mixing colours together to achieve a desired colour and paint observational drawings of vegetables 	<ul style="list-style-type: none"> - Use junk modelling to design and build a toybox - Sew two pieces of materials together to create their own 'sock thing' 	<ul style="list-style-type: none"> - Draw the solar system - Mix paints for purpose to create the correct colour for a particular planet 	<ul style="list-style-type: none"> - Christmas cards