

Communication and Language

Listening, Attention and Understanding and Speaking

This is how.....

Understands why and how to listen carefully. Asks questions to find out more. They ask questions to check that they understand. Listens carefully to what someone says before responding. Poetry. Uses complete and well-formed sentences. Use a wider range of vocabulary often just after it's been introduced. Uses talk to help work out problems. Beginning to talk about why things happen. Connects their ideas or actions using different connectives, e.g. if, so. Beginning to acknowledge others' point of view. Use comments of increasing relevance during conversation. Uses intonation to make meaning clear to others. Retells a simple event, e.g. how scratched knee. Recognises words that rhyme or sound similar.

Literacy

Comprehension, Word Reading and Writing

This is how...

Re-reads a story they enjoy and develops understanding. Identifies and talks about their favourite parts of stories. Engages in book discussions in groups and 1:1. Asks and answers questions about stories. Identifies and discusses significant events in a story. Explores the use of new story vocabulary. Joins in with rhymes and repeated refrains. Retells a story as part of a large group through actions and songs. Identifies initial sounds in words Reads individual letters by saying the sounds for them (phase 2 > 4) Beginning to blend sounds together into VC/CVC words Recognises the, to, I . Answers questions about a story to demonstrate understanding
Stories – Owl Babies, Binny's Diwali, Sparks in the Sky, Leaf Man, The Leaf Thief, Toy's Party, Nativity Story, Jolly Christmas Postman.
* Poetry Basket
Opportunities for writing - Name writing *Speech Bubbles – character voice *celebration cards * Maps *Lists * Phonics

Maths

Number and Numerical Patterns

This is how...

Subitises to 5. Reads numerals to 10. Matches numerals to 10 to an amount. Counts objects accurately to 10 using one to one correspondence, Counts objects, actions and sounds. Rote counts to 15. Orders numbers to 10. Continues, copies, creates, corrects and describes ABAB, ABC repeating patterns.

This half-term children are continuing to follow school routines, understand rules and to build upon friendships made in Autumn 1. We will continue to focus on all seven key areas of learning.

We would love to see all of your special moments from home such as outings, celebrations, extra-curricular activities etc.

These can be shared via Tapestry.

All Reception classes will have P.E weekly on Tuesdays and Fridays (Please remember to send them in their full P.E kits as this will be their uniform for the day).

Let's Party!

EYFS Autumn 2

Understanding the World

History: Past and Present , Geography: People, Culture and Communities , Science: The Natural World , RE: People, Culture and Communities

This is how...

Comparing where we live to other places

*Discussing our families *Looking at different cultures and countries around the world *Discussing the similarities and differences between us

Personal, Social and Emotional Development

Self-Regulation, Managing Self and Building Relationships

This is how....

Identifies and expresses their feelings using a wider range of vocab, e.g. scared, excited, angry, frustrated, worried etc. Shows resilience and perseverance when something is difficult. Engages with mindfulness activities. Knows that they and their opinion are valuable. Feels a sense of belonging & confidence in the classroom. Finds solutions without adult input. Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Identifies and expresses their emotions. Shows an understanding of others' feelings. Identifies & responds appropriately to a child who is upset. Aware of others' needs but finds it hard to let others take the lead. Interacts with and is building good relationships with a variety of children & adults
Celebrations-Diwali, Bonfire night, Remembrance Day and Christmas.

Physical Development

We are learning to...

Gross Motor

Children will learn to move safely in a space.

Fine Motor

Children will begin to use a tripod grip when using mark making tools.

This is how...

Introduce snack time *Talk about healthy snacks *Importance of brushing our teeth *Putting and taking off our coat *Putting on and taking off our aprons *Funky Fingers activities *Use of the outdoor classroom to negotiate space, climb, jump etc.

Expressive Art and Design

Music: Being Imaginative, Art & Design: Creating with Materials

*Children will experiment mixing with colours. *Tour of the school – Making Maps *Learning Journey front cover *Self-registration picture *Colour Mixing *Self Portraits *Families pictures