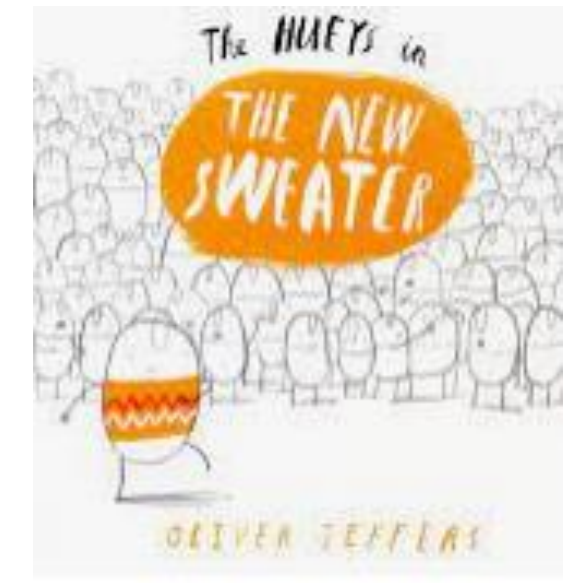
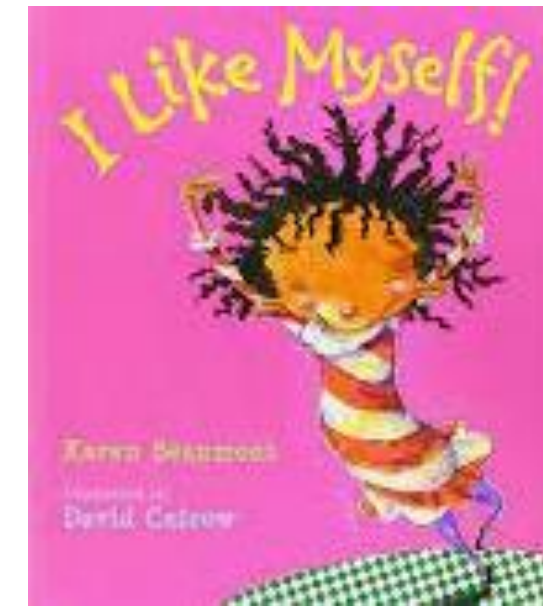


# Autumn 1 Reception: Marvellous Me and My School

## Key books this term



### Key Vocabulary:

- wise:** having or showing good judgement or experience.
- scales:** a small rigid plate that grows out of the skin of fish.
- ocean:** areas of salty water.
- shimmer:** to shine or reflect a light.
- Dazzling:** extremely bright.

### Key Questions?

- Did you ever have something that somebody else wanted? How did it feel?
- How does the rainbow fish feel about sharing?
- Did the rainbow fish make good choices? How do you know?

### Key Vocabulary:

- related:** belonging to the same family or group..
- thoughtful:** showing consideration for others
- memory/making memories:** to live and capture the great moments of our lives.
- connections:** a relationship where a person is linked or associated with someone else.
- differences:** a way in which people are dissimilar.
- stick together:** remain united and loyal.

### Key Questions?

- What does it mean to be a family?
- What does our house look like?
- Do you have any pets?
- Who are you related too?
- Who cares for you as well as your family?
- Where else do you visit other than your home?
- Who are your friends at school?

### Key Vocabulary:

- different:** not the same as something or each other
- afro-** a hair style that is naturally curly
- birthmark:** an unusual mark on the skin
- freckles:** lots of small marks on the skin
- twin:** A sister or a brother that is born at the same time.

### Key Questions?

- How are we different?
- What colour hair do we have?
- What colour eyes do we have?
- Do we have things that are the same?
- What do we do that is different at home, school?
- What is sign language?

### Key Vocabulary:

- Wild:** running, acting like an animal
- Tame:** Calm, not dangerous
- Fast-** To move at speed
- Slow-** To move at a reduced speed
- Bother-** Worry about
- Stare-** To look at not turn away with your eyes
- Protruding-** Sticking out .
- Spine-** Bones down your back

### Key Questions?

- What do you like about yourself?
- What do you like about your friends?
- What do you like about your family?
- Do you think the girl in the story is silly?
- How would you feel if someone said something about you?
- Does she just like the good things?

### Key Vocabulary:

- Family-** a group of one or more parents and their children living together
- Plan-** Something thought out and then achieved.
- Different-** not the same.
- Same-** not different.

### Key Questions?

- Does Sam look the same as his family?
- Why do you think he wants to look different?
- Why did his family not like that he looked different?
- Does all his family not like his jumper?
- What would your jumper look like?
- How is your jumper different to your friends?



## Physical development

### Funky Fingers

We have ongoing activities each week to strengthen fine motor skills. Examples of these are: Playdough, peg boards, drawing, threading beads, scissor skills and games. These fine motor activities will develop hand muscles and support letter formation.



### In play

Our children will improve their fine motor skills whilst using construction toys, doll dressing, using an iPad, and in a range of other activities that will be out in our provision.



### Coats and zips

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.



### 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.



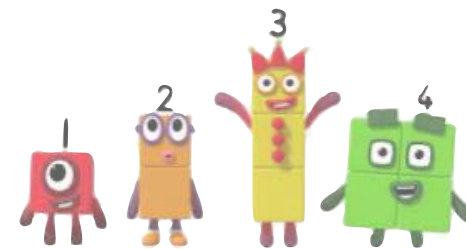
## Mathematics

We follow the White Rose scheme for maths, incorporating numicon and number blocks to support our maths.

**Matching and sorting** everyday objects such as buttons, socks, lids and playing memory games such as snap and matching pairs.

**Comparing** the sizes, heights, lengths and amounts of objects.

**Copying and creating patterns** using natural objects and fruit.



**AT HOME:** Involve your child in matching up the socks in the laundry basket and using the word 'pairs' to describe them.

## Understanding the world



### The natural world

We will consider how the weather and our environment changes as we move into Autumn.

We will learn about the wildlife that frequent our school grounds, for example rabbits, hedgehogs and squirrels.



### People and Communities

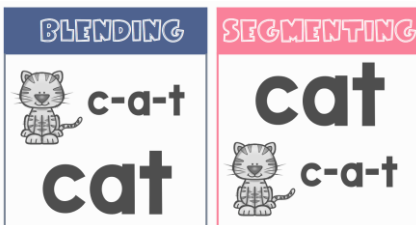
We will learn about the people in our school family and community. We will celebrate similarities and differences.

We will explore maps and will create our own.



**AT HOME:** Talk to your children about the world around them and their place within it. Look at ways that you can reduce the amount of waste you produce as a family.

## English



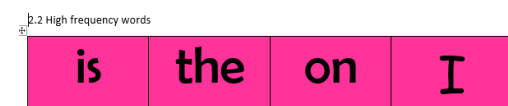
### Oral blending

Blending in phonics is combining broken up sounds to make a word.

For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading.

### Segmenting

This is the process of breaking down the words into separate sounds and syllables. For example ro-bot.



Additional words

and	a	at	in
it			

**Tricky words:** These are words that you cannot sound out. They have a tricky part- for example: said. The tricky part is the 'ai' making the 'e' sound. Please practise reading these words regularly at home. You could play different games with them.

### Sounds

We will begin to learn the single sounds of the alphabet. We say the pure sound (for example 'sssss' and without the 'uh' sound on the end) as this helps us when we blend sounds together to read words. Please practise your sounds regularly using the flash cards sent home from school. As your child becomes confident, try putting 2 or 3 sounds together to read simple words, for example 'it' 'tap'



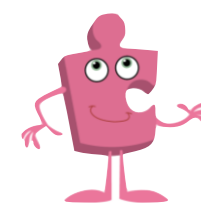
**AT HOME:** Please play games such as I spy to help your child distinguish between different sounds.

## PSED



### Jigsaw

We follow a scheme called Jigsaw to focus on building positive relationships and develop self esteem in learning. It links well into our Early Years curriculum (EYFS). The topic focus for this half term is "Being Me in my World". This encourages children to think about our feelings and the feels of those around us.



**AT HOME:** Read books such as 'The Colour Monster' which talks about emotions.



### Expressive arts and design

#### Role play

The children will be able to perform and role play in a range of different spaces. Including; our home corner.



#### Using materials

The children will explore different materials and repurpose them as part of our Enterprise Week.



#### Music

We will continue following a music scheme called Charanga. This half term we will be singing and performing nursery rhymes and action songs.

**AT HOME:** Sing your favourite songs..

**Remember to log any home learning onto Seesaw. If you need reminders of your login details, please get in touch with your child's class teacher.**