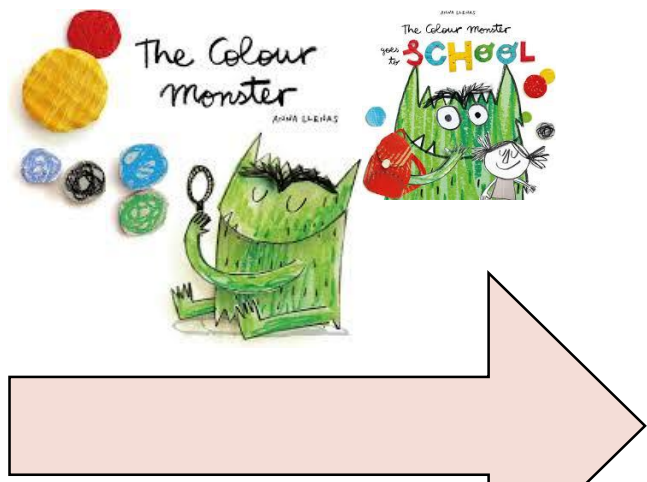


Autumn 1 Reception: Marvellous Me and My School

Key books this term

Please Click the QR code to enjoy watching the book together.

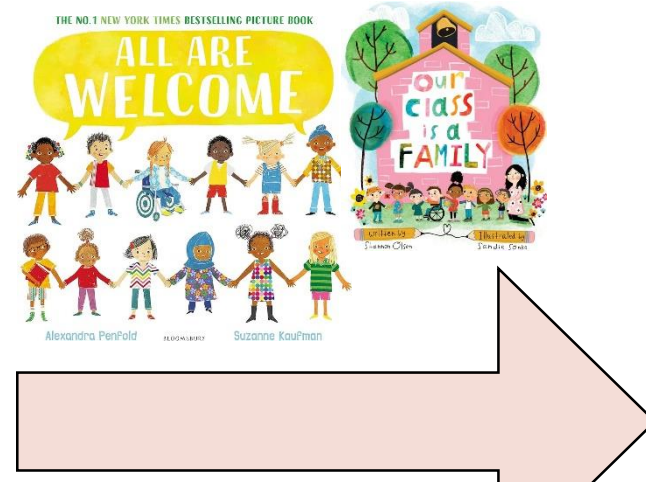


Key Vocabulary:

- Confused** - Unable to think clearly.
- Separate** - To move things apart.
- Lonely** - A feeling of being on your own.
- Disappear** - Something goes away.
- Fear** - When you are scared of something.
- Courage** - To be brave and do something that scares you.
- Different** - Not the same.

Key Questions?

- How do you feel today?
- What makes you happy?
- Why is the Colour Monster feeling confused?
- Why do you think the girl wants to help?
- How could you calm yourself if you ever felt angry, sad or worried?



Key Vocabulary:

- Welcome** - A manner or a greeting.
- Dreams** - A series of thoughts, pictures, feelings that happen when you sleep.
- Fears** - An emotion that means you are scared, threatened or could be harmed.
- Dozen** - A group of twelve things.
- Community** - A group of people living in the same place or having a particular characteristic in common.
- Diversity** - People from different countries and backgrounds.

Key Questions?

- What has made you feel welcome in the classroom?
- What do you like doing in the classroom?
- Why do you have to raise your hand in a classroom?
- At the end of the book, what are all the speech bubbles saying?



Key Vocabulary:

- Family** - A group of one or more parents and their children living together as a unit.
- 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?
- Do all his family not like his jumper?
- If you wore a jumper, what would your jumper look like?

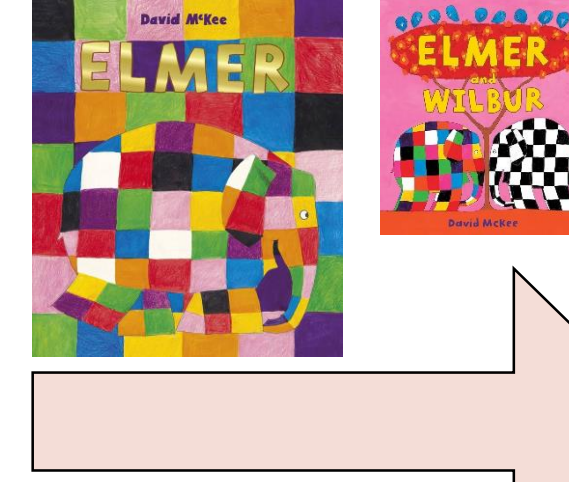


Key Vocabulary:

- 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:

- Herd** - A large group of animals, especially hoofed mammals, that live together or are kept together as livestock.
- Different** - Not the same.
- Joked** - To say and do funny things.
- Patchwork** - Putting together different coloured or patterned squares.
- Serious** - Not joking.
- Celebrate** - To acknowledge something good and do something fun to enjoy it.
- Decorate** - To make something look more attractive by adding extra items. For example, beautiful patterns, shapes or jewels.

Key Questions?

- Why is Elmer different?
- Why did Elmer sneak off into the jungle?
- How did Elmer make himself the same as all the other elephants?
- How did Elmer get his patchwork patterns back again?



Key Vocabulary:

- Uncomfortable** - Something that causes pain or discomfort when you sit on it.
- Stretch** - Something that can be made longer or wider.
- Ploughs** - A farming machine which turns the soil over ready to plant the crops.
- Gibbons** - A type of monkey
- Pumas** - A type of wild cat.

Key Questions?

- Why does the frog have to sit on a log?
- Why does the frog not want to sit on a log?
- What other things do the animals sit on?
- What would you sit on?
- Why is the frog not happy at the end of the book?



Key Vocabulary:

- Anywhere** - To go to or in any place.
- Family** - A group of one or more parents and their children living together as a unit.
- Friends** - Someone who you have a special bond with. Someone who you can talk to and play with.
- Travel** - Go from one place to another.
- Snooze** - Have a little sleep.

Key Questions?

- If you could go anywhere in the world, where would you go?
- Who is in your family?
- What does your house look like?
- What is your favourite food?
- Do you have a pet?
- If you could have any animal as a pet, what would it be?
- What do you want to be when you grow up?

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.

Letter formation:

This is an important skill in learning to write. We have already sent home name sheets for your child to practise writing their names. This will also be done in school every day. First to write their first name and then their second. We will start our handwriting sessions in class and will be sending home sheets to practise letter formation at home. Please encourage your child to hold their pencil correctly using a tripod grip.

This half-term we will be looking at the handwriting lines and where the letters sit on them. Using alphabet aerobics and regular practise, children will start writing and sitting the main body in the solid lines, the tall letters ascending to the top dotted line and the tail letters descending to the bottom dotted line.

In play

Our children will strengthen 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

If your child can not yet zip up their own coat, please keep practising with them at home. We know that sometimes winter coat zips can be tricky.



Mathematics

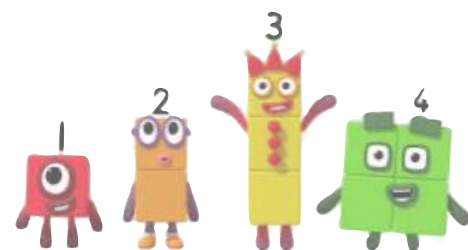
We follow the White Rose scheme for maths, incorporating numicon and number blocks to support our maths.

This is what we will be covering this half-term:

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

Welly Wednesday's are a fantastic opportunity for children to explore their natural world. We will be paying close attention to the environment and how it is changing from Summer to Autumn. Autumn is the perfect time to explore a wide range of natural materials and use these to expand our learning in maths and art too.

We will also go on a local walk looking for different signs of Autumn.



Phonics/ English

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

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. As your child becomes confident, try putting 2 or 3 sounds together to read simple words, for example 'it' 'tap'.

Here is a useful video - [Sign With Steve - Cued Articulation, Alphabet \(CuedART\) SWSVID004 - YouTube](#)

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.

Reading

We use Monster Phonics for reading as well. Please use the E-Books at home to support your child's reading. We will give each reception child a book bag which will have a yellow reading diary and their reading books in. Every time you read with your child please fill in the yellow reading diary. We fill it in at school too. It is important the book bag comes to school every day.

Segmenting

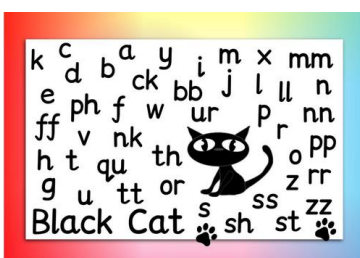
This is the process of breaking down the words into separate sounds and syllables. For example ro-bot.

Monster Phonics

monsterphonics.com

Phonics

We follow a scheme called Monster Phonics. Phonics takes place everyday, starting from 8.45am. We learn new sounds and learn how to put these sounds together to read simple words. For example, s-i-t sit, p-a-n pan, d-o-g dog. Each sound has a monster linked to it e.g. single sounds a, b, c are black cat sounds. We will be looking at these sounds first.

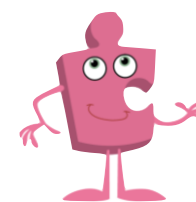


PSED



We follow a scheme called Jigsaw to focus on building positive relationships and developing 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 feelings of those around us.

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



Religious Education (RE)

We follow a scheme called Natre. The topic focus for this half-term is 'Where do we belong?' The children will reflect upon the things that are special to them and why they value these things.

Expressive arts and design



Art and Design

In each classroom, there will be various craft materials for the children to explore during their choosing time (continuous provision). This half-term, we will be looking at how to use the art resources correctly and colour mixing with different types of paint.

Music

We follow a scheme called Sparkyard. This half-term, we will be learning different songs which include Makaton actions. Alongside these, we will be exploring beat and tempo using our bodies and a range of percussion instruments.



AT HOME: Listen to different types of music. Ask your child how the music makes them feel.

People and Communities

In late September/ early October, the children will be visiting a local allotment. Here they will engage with members of the local community and help to sow, grow and harvest some foods. Some members of the allotment will come into school and support children to grow some foods in our very own vegetable patch too.



AT HOME: Go on a nature scavenger hunt. What natural items can you find? How many can you collect? Can you teach your child the name of the items you have found?

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.

Reception Phonics- Autumn 1

These are the sounds and words that your child should be able to read by the end of this half-term. The e-book titles correspond to the sounds and words taught each week. These books can be found using your Monster Phonics Reading QR code.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
TERM 1	s a t p	i n	m d g	o c k c k	e u r	h b
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has
Books that collate to the High Frequency words on Monster Phonics E- Books	Tap, Tap	A Pit A Pin, A Pan, A Tin	A Tin Pan Sip Sap In A Pit	Pop In A Pot The Cod	Pick A Sack Ten Cats Ten Ducks The Red Rocket	I Had A Hat A Bag on the Bus

Reception Maths- Autumn 1

Please have a go at the following maths activities and upload any work you do to Seesaw.



Key Instant Recall Facts

Reception | Autumn 1



I can name numbers in order to 10.

I can compare 2 numbers by saying which is more or less.

By the end of this half term, children should be able to say the numbers to 10 in order and also be able to compare the size of 2 numbers within 10. The aim is to be able to recall the numbers instantly and know which number is larger/smaller instantly.

<p>Children should say the following number names in order:</p> <p>0 1 2 3 4 5</p> <p>6 7 8 9 10</p>	<p>They should also know which number is larger/smaller out of 2 numbers given to them:</p> <p>3 and 7</p> <p>6 and 1</p>
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Top tips

The secret to success is practising little and often. Use time wisely.

Can you practise these KIRFs while walking to school or during a car journey?

Perhaps you could have number cards that you can show your child and they say which number is larger or smaller in value. Maybe use lego or other small objects to help compare the quantities if they find it tricky.