

Physical Development:

Depending on their age and stage of development children will be learning to:

Reception: Change for PE with some adult support and engage in **PE lessons with FW**. Engage in a wide range of physical play outdoors and show some understanding how to do this safely. Continue to develop a tripod grip with a pencil and learn to cut out a simple shape with scissors.

Nursery 3–4-year-olds:

Enjoy outdoor play and engage in a range of physical activities outdoors independently. Start to use modified tripod grip and trace over some letters of own name.

Rising 3s:

Engage in a range of physical activities outdoors with some adult support. Make marks with fingers or tools in a range of media.

Personal, Social and Emotional Development:

In PSHE sessions Children will begin to recognise and talk about their own feelings. Depending on their age and stage of development, children will also be learning to:

- Separate from carers and learn to be brave when they miss their parents, talking about how carers always come back using the story **Owl Babies**.
- Settle into routines and develop in their ability to respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviour.
- Develop their skills in taking turns, sharing and waiting for resources.
- Develop age-appropriate independence skills at lunchtime, snack time and in the bathroom and seek help when needed.

General Information: Please remember to:

- ★ Make sure your child brings a named book bag daily for transporting reading books, letters etc. Nursery children can bring an additional small bag for spare clothes, nappies etc **or** children can leave these in school in their basket.
- ★ Label all your child's clothes, bags etc- **initials with a marker pen is fine!**
- ★ Please bring your child through the side gate and line up with them outside Class 1 door ready for **8:45 am** start. Pick them up at **3:15 pm**. All drop-offs and pick-ups are from the Class 1 door (**except for Wednesday lunchtimes** when we go into the hall earlier and also when your child is coming or going to an appointment outside our normal pick up and drop off times, when you will need to come to the front door).
- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children will have PE on Monday afternoons. **Please make sure Reception children always have a named PE kit in school. Nursery children will not be required to change for PE but it would be very helpful if they had a spare set of comfortable clothes in school at all times.**
- ★ Talk to us about anything that worries you or that you would like to know more about.

Communication & Language:

Depending on their age and stage of development children will be learning to:

Reception: Listen and respond in whole class groups. Express ideas in sentences including explaining how things were different in the past compared to now including how their own bodies and skills have changed over time. Pretend play: Play imaginatively with others taking on different roles.

Nursery 3–4-year-olds:

Start to listen and join in whole class group activities. Talk to adult or another child 1-1 or in small groups in sentences. Pretend play: role-play familiar situations outside the home, sometimes with others.

Rising 3s:

Listen from a distance to whole class group activities while engaged in another activity of own choosing e.g. playdough. Begin to listen to a story in a small group. Express wants and needs to familiar adults, combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others.



Literacy: Reception: Listen and respond to stories in class groups: <i>'It's Ok To Be Different,'</i>  <i>'What I like About Me,'</i> <i>'Owl Babies,'</i> <i>'Elmer,'</i> <i>'Super Duper You,'</i> <i>'Once There Were Giants,'</i> <i>'The Three Billy Goat's Gruff,'</i> and an adapted version of <i>'The Secret Garden.'</i> Phonics: Consolidate oral phonological awareness of rhythm, rhyme, initial sounds and oral blending CVC words. Learn to orally segment CVC words and begin to learn to read and write RWI Set 1 sounds. Writing: Practise copying own name and start to write it independently, start to use 'writing' in own play which includes some known letters. Nursery 3–4-year-olds: In small groups, engage with whole class stories and show some understanding of them by answering questions or through pretend play. Phonics: identify a pair of rhyming words in stories and start to spot alliteration. Tap out 2 or 3 syllables in words. Writing: Start to use 'writing' in pretend play and copy one or more letters from own name. Rising 3s: Enjoy sharing familiar stories 1-1 with an adult or in a small group and fill in gaps with key words, Phonics: join in rhythmical activities and nursery rhymes.	Expressive Art and Design: Reception: Skills based focus: learn where resources are kept and how to tidy them away, how to use scissors, hole-punch, Sellotape, pencil sharpeners and glue safely and effectively and how to mix primary colours with paint. Genre: Self portraiture with range of media including loose parts. Key artists: Paul Klee, Henri Matisse. Key texts: Mix it Up by Hervé Tullet and Elmer by David McKee. Learn nursery rhymes & action songs related to topic and for Harvest. Charanga Unit 1 'Me! Nursery 3–4-year-olds: As Reception with support when necessary. Risings 3's: Engage in a range of sensory and creative play. Join in with songs, action rhymes, dances or musical activities. Maths: Reception: White Rose Maths: Phases: Getting to know you: Explore provision using positional language & learn about routines and key times of the day. Just like Me: Match, & Sort, Compare Amounts, Compare Size, Mass and Capacity; Explore pattern. Begin the phase It's me 1, 2, 3. Complete jigsaw puzzles with 4-6 pieces. Nursery 3-4-year-olds; Develop key concepts of matching & sorting objects and exploring pattern at a differentiated level comparing two quantities or dimensions e.g. big and small, heavy and light objects and full or empty containers. Start to develop 1-1 correspondence for 1, 2, and 3 to count objects. Complete inset puzzles with 6 + pieces Rising 3s: Join in with number songs and rhymes, Start to recite numbers up to 3, Match 2 objects, shapes or colours. Stack 3 bricks.	RE: Reception Children will be focusing on Creation and trying to answer the question 'Why is the word 'God' so important to Christians?' They will also learn about Harvest, giving thanks for food and God's many gifts to us and will take part in the school Harvest service. They will listen to the story of Creation and begin to explore the wonders of our amazing world. Understanding the World: Reception: Look at the class calendar and daily timetable and talk about what they did yesterday. Compare what they did as a baby and what they can do now. Read <i>'The Great Big Book of Families,'</i> and <i>'Mommy, Mama and Me,'</i>  .Talk about own family and make a simple family tree. Talk to parents and grandparents about what toys they played with as children and compare with own toys. Read <i>'What was it like in the past? Toys'</i> and explore some vintage toys. Explore and make simple maps of Humshaugh and where they live now. Discuss whether they have lived anywhere else in the past? Use 'Owl Babies' to talk about shadows and make Owl Baby shadow puppets to investigate how shadows are made. Nursery 3–4-year-olds: Talk about the recent past e.g. this morning or at lunchtime. Talk about what they could do as a baby and what they can do now. Talk about own family composition. Explore old fashioned toys and maps. Rising 3s: Talk about people or pets in their house. Start to answer, 'What happened?' questions about the immediate past.
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Topic Vocabulary: Autumn 1: All about me- Now and in

autumn
face, hair, eyes, ears, nose, skin
boy, girl, woman, man
family
parent, mum, mother, dad, father, brother, sister,
grandad, granny, grandparent, cousin
house, home
same, different
now, present
then, past, before
yesterday, last night, this morning, this afternoon,
last night, last week, last term
when?
what happened?
when I was...
I used to....
changes, changing, changed
grow, growing, grew
remember.
a long time ago

the past

big, small
bigger, smaller,
medium/middle sized
the same size as...
tall, short,
taller, shorter
baby, toddler, child, grown up (adult)
Billy Goats Gruff
big, small
bigger, smaller,
medium/middle sized
bridge
grass, river
troll
horns
knock, butt