

EYFS Unit Autumn 2 Mrs Wilkinson, Mrs Hulbert & Mrs Blythe Topic: Traditional Tales & the Nativity Story

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

Reception: Change for PE with less adult support and engage fully in PE lessons, with a focus on developing fundamental skills. Engage in a wide range of physical play outdoors with increasing skill and safety.

Consolidate tripod grip with pencil and cut out simple shapes with scissors independently.

Nursery 3–4-year-olds: Enjoy outdoor play and engage in familiar physical activities outdoors independently and try new physical challenges e.g. ball skills with support. Use modified tripod grip more consistently and trace over several letters of own name, Snip confidently with scissors and start to follow a straight line when cutting. **Rising 3s:** Engage in a range of physical activities outdoors with some adult support. Use a variety of tools for mark making with cylindrical grasp.

Personal, Social and Emotional Development:

In PSHE sessions Children will continue the to work **with BH** focusing on kindness and understanding their own and others' feelings this half term to tie in with anti-bullying work across the school.

All children: Follow routines and respond to 'Reach the Stars' reward system, Class 1 'Golden Rules' and boundaries to regulate emotions and behaviours at an appropriate level for their age and stage. (see Curricular Goals). Develop age-appropriate independence skills at lunchtime, snack time and in the bathroom and learning to seek help when needed The children will also learn about **cleaning teeth** this term.

General Information: Please remember to:

- ★ Make sure your child brings a named book bag (**Reception**) or other suitable bag (**Nursery**) daily for transporting spare clothes, letters etc.
- ★ 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.



- ★ Please send your child into school with a named water bottle; they will bring it home daily to be refreshed.
- ★ The children have PE usually 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.**
- ★ Please talk to us about anything you that is worrying 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 group. Express ideas in sentences including using story language and retell familiar stories with picture prompts. Pretend play: Play imaginatively with others taking on different roles and starting to take on ideas of others.

Nursery 3–4-year-olds: Listen and join in whole class group activities. Talk to adults and other children in sentences including retelling parts of familiar stories in small groups. Pretend play: Role Play familiar situations and stories with others.

Rising 3s: Listen from a distance to group activities while engaged in another activity of own choosing e.g. playdough and join the whole class group for short periods. Express wants and needs to familiar adults and comment on 'here and now,' combining words. Pretend play: Engage in simple pretend play in home corner or outside alongside others. Recognise some story props and costumes and start to engage with them in play.

<p>Literacy: Reception: Listen and respond to different versions of traditional tales and other stories in class groups, starting to answer more complex when, why questions about stories and compare the different versions: <i>Little Red Riding Hood, Little Red, The Three Billy Goats Gruff</i>, a bedtime story: <i>Goodnight Moon</i>, a book that focuses on our diversity <i>Red, A Crayon's Story</i>, an alternative fairy tale: <i>The Paper Bag Princess</i> and a version of the Nativity Story: <i>Long Ago In Bethlehem</i>. Phonics: Consolidate ability to orally segment CVC words and continue to learn to read and write RWI Set 1 sounds, including sounding out, blending and reading CVC words with known letters. Writing: Write own name independently, use 'writing' in own play which includes a range of known letters and start to write CVC words in labels and captions.</p> <p>Nursery 3–4-year-olds: engage with whole class stories and show understanding by answering who, what, and where questions or through pretend play, Phonics: identify a pair of rhyming words in stories and start identifying objects or pictures by the initial sounds. Tap out 2 or 3 syllables in words. Writing: Develop use of 'writing' in pretend play and copy one or more letters from own name.</p> <p>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 Boogie Mites rhythmical activities and nursery rhymes.</p>	<p>Expressive Art and Design: Reception: Skills Focus: develop independence with cutting and sticking different materials for collage. Techniques: large scale collage, printing circles, using water colours. Genre: Large scale textured pictures, circular patterns, and clay sculpture. Key artists: Joan Miró, Kandinsky. Participate in adult led creative activities related to Christmas and the Christmas Performance, as well as initiating own creations. Learn action songs related to topic and for Christmas. Charanga Unit 2 'My Stories!' 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. Early Years trip to the theatre at The Queen's Hall, Hexham to see <i>The Night before ChrisMouse</i> on Thursday 19th December at 10:30</p> <p>Maths: Reception: White Rose Maths: Phases: It's me 1,2,3: Represent 1,2 & 3, Compare 1,2 & 3, Learn about Composition of 1, 2 & 3, Triangles & Circles & Positional Language; Light & Dark: Represent numbers to 5, One More & One less. Shapes with 4 sides & Time. Complete jigsaws with up to 8 pieces.</p> <p>Nursery 3–4-year-olds: Develop 1-1 correspondence for 1, 2, 3, 4 and 5 to count objects. Match & Sort Circles Triangles and squares and start to select these by name. Develop understanding of positional names e.g. in, out, on, off, under, over. Start to develop concept of more and less. Understand difference between day and night. Complete inset puzzles with 10 pieces</p> <p>Rising 3s: Join in with Number Songs and Rhymes, Start to recite numbers up to 5. Match objects, shapes or colours and start recognising circles and colour names. Stack 4 or 5 bricks. Put pieces into simple inset puzzles.</p>	<p>RE: Reception: Children will consider the new question 'Why do Christians perform Nativity plays at Christmas?' whilst learning the parts for our Early Years production; Wriggly Nativity to be performed on Friday 13th December at 2:15 pm</p> <p>Understanding the World: Reception: Explore, sort & classify different materials and describe their properties. Make bridges from a range of materials and test to compare how strong they are. Talk about sorting materials for recycling and why it is important to recycle materials. Research & record facts about wolves using non-fiction texts and the internet. Talk about wolves' teeth and compare with ours. Learn about the importance of cleaning teeth and practise these skills. Nursery 3–4-year-olds: Talk about different materials and match and sort them, Make collage bridges with different materials Talk about what they feel like and what we use them for. Investigate building with different materials. Learn some facts about wolves and colour, draw or model wolves. Start to learn about the importance of keeping our teeth clean. Rising 3s: Explore and talk about wood, metal and bricks or stones and with support make collage bridges. Spot pictures of wolves in story books and non-fiction texts.</p>
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