

RECEPTION

AUTUMN 1 OBJECTIVES



I WONDER WHAT MAKES ME UNIQUE?

Communication and Language

- Listening to and enjoying a wide range of stories, as well as encouraging the children to retell familiar stories in the correct order.
- Listening to and joining in with rhymes and songs, paying attention to how they sound.
- Working on concentrating and sitting quietly during appropriate activities, practising and learning how to be a good listener.
- Playing lots of games involving following instructions.
- Encouraging children to talk about topics of interest and retelling simple events in the correct order e.g. use of holiday diaries/family/likes/dislikes.
- Encouraging the children to talk to others in a variety of situations.



How you can help

- Encourage your child to talk about what they have done at school.
- Ask them to tell you a story – or a bit of one that they know.
- Give your child instructions to follow containing more than one part e.g. Get your coat and then put your shoes on.

Personal, Social, Emotional Development

- Establishing new routines and developing independence in them.
- Playing lots of games to get to know one another, to help build new relationships within the class.
- Developing and understanding ways of welcoming new children to the class and how people's behaviour makes others feel.
- Talking about different feelings, linking these to the book 'The Colour Monster' by Anna Llenas.
- Encouraging the children to ask adults for help when needed and knowing who they can go to for help.
- Talking about and establishing our own classroom rules and The Warden Hill Way – Keeping everyone safe, Being respectful, Trying our best.
- Setting up activities to encourage turn taking and playing co-operatively, learning how to be sensitive towards others.
- Thinking about what makes us special and unique-discussing similarities and differences.
- Thinking about what we are responsible for and who is responsible for us.



How you can help

- Play a game with the family that involves turn taking and waiting patiently for their turn.
- Discuss different feelings and talk about the times where the children have felt e.g. happy, sad, cross or worried etc. To extend vocabulary, use a variety of words to describe feelings e.g. delighted, cheerful, miserable, nervous etc.

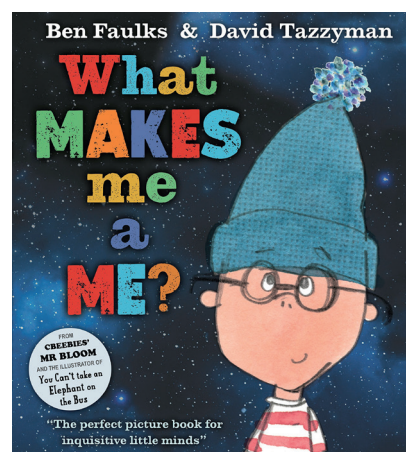
Physical Development

- Experimenting with different ways of moving and setting up obstacle courses to negotiate space.
- Handling lots of different tools to encourage mark making and begin to hold a pencil to make marks.
- Carrying out 'funky finger' activities, such as transferring objects using tweezers, threading, pegs and manipulating malleable materials to help develop our fine motor skills.
- Making lots of big shapes in the air and on paper to help with when we start to form letters (Known as 'Squiggle Whilst we Wiggle!')



How you can help

- Encourage your child to negotiate their way around obstacles when out and about.
- Play with playdough, put the washing out using pegs, thread beads, practise doing up buttons etc
- Make big marks e.g. lines/squiggles and shapes on paper/in the air or with chalk.



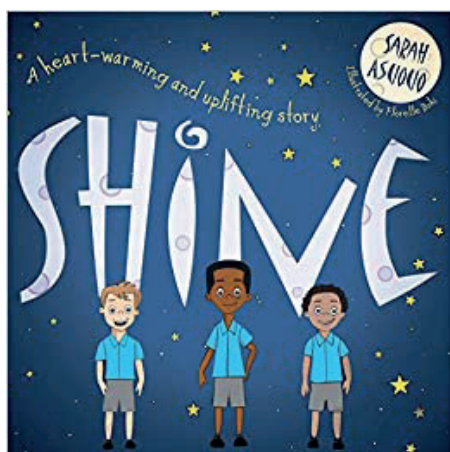
Mathematics

- Counting objects, actions, and sounds.
- Matching and sorting e.g. same/ different, colour, size, shape
- Counting by rote, counting aloud, clapping (syllables) stamping, drumming.
- Singing lots of nursery rhymes, counting songs, rhymes, using our fingers to represent numbers.
- Comparing amounts of objects, using the language equal, more than, fewer than.
- Comparing size, mass & capacity within play using the vocabulary big, little, large, small, short, tall, tallest, shortest, full and empty
- Exploring patterns, including rotating shapes to fill a given space.
- Exploring maps and plans representing places, linking to the area we live.



How you can help

- Compare groups of objects e.g. which has the most/least.
- Sort a selection objects by colour, size or shape.
- Sing counting rhymes together e.g. 10 green bottles, five little ducks, 5 currant buns.
- Count aloud by clapping, stamping, tapping each number.



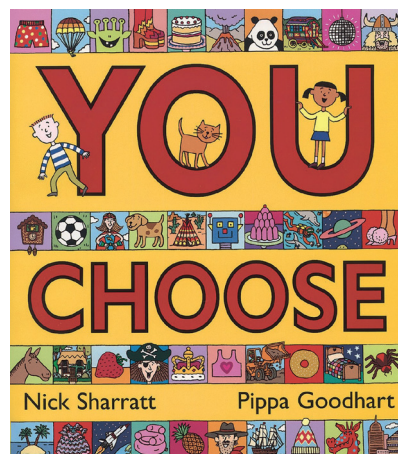
Literacy

- Immersing ourselves in a variety of stories
- Having daily Letters and Sounds sessions to learn the single sounds and what they look like to write.
- Focusing on hearing and saying the initial sounds in words, using the sounds that they have learnt.
- Encouraging the children to blend three sounds together orally using known sounds.
- Encouraging the children to identify rhyming words.
- Ascribing meanings to marks made using different media e.g. chalk, paint, pens, crayons, pencils.
- Practising writing our names.



How you can help

- Please share stories with your child as often as possible.
- Please go over the sounds in your child's sound book to help them retain them.
- Please complete 'Rainbow Letters' sent home to help with letter formation.
- Encourage your child to 'mark make' e.g. writing their name/cards/ shopping lists/invitations etc.



Understanding the World

- Using our holiday diaries to talk about ourselves.
- Talking about members of immediate family.
- Exploring different occupations within the community.
- Looking at historical figures of the past, e.g. Mother Theresa and what made her special.
- Looking at changes in the environment between summer and autumn
- Talking about journeys and Identifying familiar landmarks- journey to school, creating maps.
- Talking about what makes us special and understanding that everyone is unique and we all have different talents.
- Building our confidence using the iPads and other ICT equipment.



How you can help

- Talk about some of the seasonal changes your child notices as we enter autumn.
- During a walk or journey to or from school can your child point out familiar buildings and describe other things they see. Introduce the language of man-made and natural features.
- Encourage your child to talk about what makes them special and what they are good at.

Expressive Arts and Design

- Exploring making and constructing with a purpose in mind, involving drawing and collage, thinking about colour and portraying emotions.
- Looking at the artists Mondrian and Keith Haring, involving shape.
- Reciting familiar rhymes and nursery rhymes and tapping out simple repeated rhythms.
- Creating our own stories when engaged in imaginative play.



How you can help

- Recite and sing a variety of nursery rhymes.
- Encourage your child to make up a storyline when playing with their toys.
- Experiment drawing different types of lines e.g. thick, thin, wavy, short, curved etc., using a variety of media.

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