

# Reception Curriculum Newsletter Autumn Term

Welcome to Reception!

Every term you will receive a curriculum newsletter from us outlining the learning that is going to take place. Below you will find the theme for the week and the planned learning objectives that we will be covering. We have also included a brief example of the activities that we will be doing relating to the learning objective. Although we have planned many activities for the children we must also remember that during their own child initiated learning time the children will also achieve many unplanned learning objectives.

Please take a look at the school website for further curriculum information: <https://www.nickmansworthpark.herts.sch.uk/>



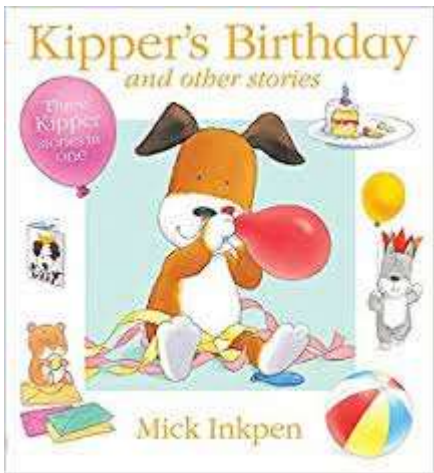
## **Please note:**

- PE kits should be in school at all times. They will be sent home at half term for washing and to check sizing
- All children will need a waterproof coat with hood and a pair of wellies in school at all times so they can access our outdoor area in all seasons
- Your child's reading book will be changed once a week, on the following days, once it has been shared at home and a note has been written in their Reading Record Book: Stickman - Monday, Gruffalo - Tuesday, Superworm - Wednesday, Tiddler - Thursday.

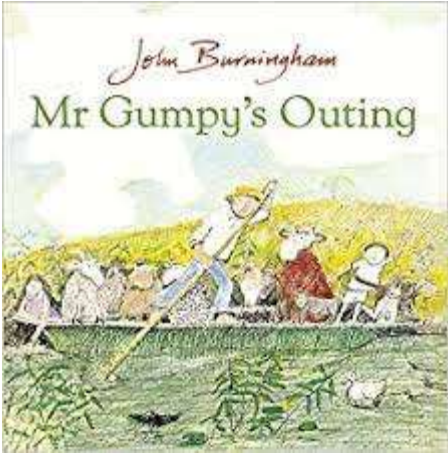
We hope the children enjoy their first term.

Regards,

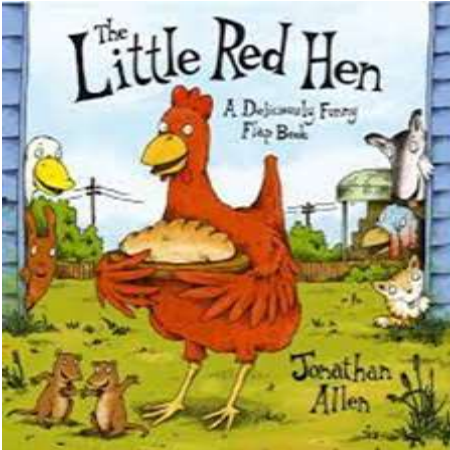
Early Years Foundation Stage Team

<p><b>AUTUMN TERM</b>  <b>THEME:</b> Stories and Celebrations  <b>WEEK 2 &amp; 3 - Kipper's Birthday</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><b>*To be confident to talk to others about their own knowledge and understanding of birthdays.</b>  Linked into C &amp; L the children will be asked the question - Why do we have birthdays? What makes a birthday so special? They will be encouraged to share their thoughts and ideas with their classmates.</p> <p><b>*To be aware of boundaries and behavioural expectations at a party.</b>  Linked to C &amp; L we will be talking about how we should behave at a party. Why is it important to behave in that way? What would/could happen if we didn't behave in that way? How should we behave at Kipper's birthday party? Encourage good speaking and listening skills.</p> <p><b>Jigsaw</b>  <b>*To understand how it feels to belong and that we are similar and different</b>  The children will discuss how they are the same as each other in some ways but unique and special in many.</p> <p><b>*To start to recognise and manage my feelings.</b>  The children will discuss what makes them happy and sad and what they can do to manage their feelings.  <b>At home you can talk about talk about why we have birthdays.</b></p>	<p><b>*To listen to and respond to ideas expressed by others in conversation and discussion.</b>  The children will be encouraged to talk about birthdays. What happens in their house during this celebration - presents, parties, games, party food etc? Compile a list and see if any of those things happen on Kipper's birthday.</p> <p><b>*To use and understand recently introduced vocabulary heard in Kipper's Birthday.</b>  The children will work in pairs or small groups to act out or retell Kippers Birthday using the story and story props.</p> <p><b>At home you can talk about how</b></p>	<p><b>*To handle tools with increasing control.</b>  The children will make a birthday card for Kipper, party decorations for his party and wrapping paper to wrap his presents in. They will use a range of different tools to develop their fine motor skills.</p> <p><b>*To understand the need for variety in food.</b>  The children will be encouraged to talk with a partner about the party foods they like and dislike. In a group discussion we will discuss the importance of eating a healthy range of foods.</p> <p><b>*To negotiate space and obstacles safely, with consideration for themselves and others</b>  The children will join in with a variety of games and dances at Kippers birthday party.</p> <p><b>At home you can talk about the</b></p>


		birthdays are celebrated in your home.	importance of eating a healthy range of foods.
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc</b> - Sounds - m, a, s, d, t, i, n, p, g and o. Words - mad, sad, dad, mat, sat, sam, in, on, it, an, and, pin, got, dog, sit, tip, pan, gap, dig and top. Nonsense words - ip, op, sop, gip and pog.</p> <p><b>*To give meaning to mark as they draw, write and paint.</b> The children will be:</p> <ul style="list-style-type: none"> <li>- writing birthday cards and birthday messages to Kipper</li> <li>- writing lists of foods that they like and dislike</li> <li>- writing a list of presents that they would like to receive on their birthday</li> <li>- writing 'thank you' notes.</li> </ul> <p><b>*To enjoy an increasing range of books.</b> The children will listen to a range of Kipper stories written by Mick Inkpen. These stories maybe read to them or they will be encouraged to watch and listen to the story on the smartboard.</p>	<p>White Rose Maths - Match, Sort and Compare.</p> <p><b>*To match objects and to talk about what is the same and what is different.</b> The children will be provided with a range of objects to match such as socks, wellies, Noah's Ark Animals etc. They will be asked to match the objects into pairs and talk about why they are a matching pair. They will also be asked to identify matching and non-matching pairs and talk about what is the same and what is different.</p> <p>White Rose Maths - Match, Sort &amp; Compare.</p> <p><b>*To sort objects into different groups such as colour, size and shape.</b></p> <p><b>*To talk about the way they have sorted objects.</b></p> <p><b>*To come up with their own methods for sorting.</b> The children will learn that collections of objects can be sorted into sets</p>	<p><b>*To talk about their birthday and how it is celebrated within their home and to identify similarities and differences as to how others celebrate their birthdays.</b> Linked to P.S.E.D and C &amp; L the children to share the way in which they celebrate their birthday. We will then look at the similarities and differences as to how others celebrate their special day.</p> <p><b>*To look closely at change.</b> As a class or in small groups the children will make cakes for Kipper's birthday. The children will be encouraged to talk about the changes that they have observed throughout the cake making activity.</p> <p><b>*To interact with age appropriate computer software.</b> The children will be introduced to the technology in the classroom.</p>	<p><b>*To experiment with colour.</b> The children will make birthday banners and decorations for Kipper's birthday. We will look at different banners and decorations to give them some ideas.</p> <p><b>*To construct with a purpose in mind.</b> The children will learn how use the resources in the modelling area correctly (hole punch, scissors, tape dispensers, split pins etc.) They will be shown how to turn boxes inside out or how to cover a pot so that it is ready to be made into something new. The children will then have a go at making their own party foods using the modelling resources.</p>

<p>At home you can listen to other stories written by Mick Inkpen (stories can be found on You Tube)</p>	<p>based on attributes such as colour, size or shape. They will explore different ways of sorting. Once the children understand that collections of objects can be sorted in different ways they will be encouraged to come up with their own criteria for sorting.</p> <p>At home you can sort objects into pairs and small groups</p>	<p>(Smartboard, Remote Control Cars, Beebots, Caterpillars and CD player) They will be shown how to use these correctly.</p> <p>At home you can make some cakes and talk about the changes you can see, taste and smell.</p>	<p>At home you can make birthday decorations for Kipper.</p>
<p><b>AUTUMN TERM</b> <b>THEME:</b> Stories and Celebrations <b>WEEK 4 &amp; 5 - Mr Gumpy's Outing</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><i>*To work and play cooperatively and take turns with others.</i> The children will work in pairs or small groups to sequence Mr Gumpy's Outing using the story props and cards.</p> <p><i>*To be confident to try and new activities and show independence, resilience and perseverance in the face of a challenge.</i> The children face new challenges all the time. This week they will change for PE and learn how to use some of the school apparatus. They will also go the ICT suite for the first time and use a new computer program. They will be encouraged to work hard and give it a go!</p> <p><b>Jigsaw</b> <i>*To learn how to enjoy working with others to make school a good place to be.</i></p>	<p><i>*To work in a small group using recently introduced vocabulary.</i> The children will be encouraged to act out the story of Mr Gumpy's Outing using the story box or story props in the water tray. Do the children know what some of the words in the story mean i.e. squabble, trampled etc?</p> <p><i>*To participate in small group discussions</i> The children will be encouraged to think about the question (Mr Gumpy could not really fit every animal into his boat. What could he have done instead to make sure that every animal was treated the same?) They will be asked to talk about what Mr Gumpy could have done instead.</p>	<p><i>*To demonstrate strength, balanced and coordination.</i> Linked to the story (boats floating) the children will have to balance carefully on a range of PE equipment making sure that they do not fall off into the water like the animals from the story!</p> <p><i>*To demonstrate strength, balanced and coordination.</i> The children will be encouraged to jump off a variety of PE equipment and land safely (link to jumping off Mr Gumpy's boat).</p>

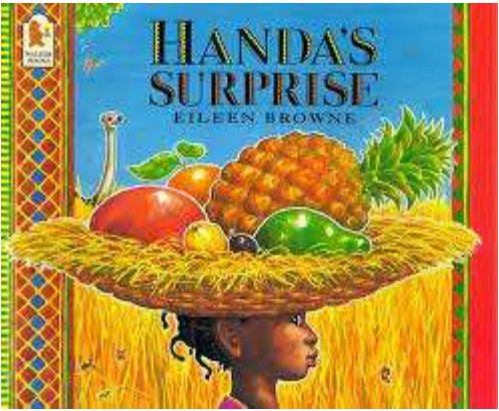
	<p>The children will be given problems to discuss solve e.g. there is only one toy and two people want to play. How can this problem be resolved?</p> <p><b>*To understand why it is good to be kind and use gentle hands.</b></p> <p>The children will talk about how they can resolve conflicts. They will be taught that talking is always the best way to resolve an argument.</p> <p><b>At home you can retell the story of Mr Gumpy's Outing. The story can be found on You Tube.</b></p>	<p><b>At home you can talk about the vocabulary in the story, making sure you understand what the words mean.</b></p>	<p><b>At home you can practise your balancing and jumping skills.</b></p>
<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Understanding the World</b></p>	<p><b>Expressive Arts &amp; Designs</b></p>
<p><b>*Read, Write, Inc</b> - Sounds - c, k, u, b, f, e, l, h, sh and r. Words - bin, cat, cot, can, kit, mud, up, cup, bad, back, kick, lock met, set, fan, fun, fat, lip, log, lrt, had, hit, hen, ship, shop, fish and sack. Nonsense words - tog, bon, pim, bup, gof, shup, hib, fot and gock.</p> <p><b>*To demonstrate an understanding of what has been read to them by retelling stories.</b> Linked to P.S.E.D and C &amp; L the children will be encouraged to use the vocabulary used in Mr Gumpy's Outing while acting out the story using the story box and story props.</p> <p><b>*To give meanings to marks they make as they write.</b> The children will write 'sorry' notes from the animals to Mr Gumpy. They will be encouraged to talk about what they have written.</p>	<p>White Rose Maths - Making Comparisons.</p> <p><b>*To sort objects into sets and to identify which sets have more items, fewer items or the same amount,</b></p> <p>The children will learn that once objects are sorted into sets they can be compared and ordered. The children will begin to understand that when making comparisons a set can have more items, fewer items or the same amount of items as another set. The children will use a 5 frame to support their learning.</p> <p>White Rose Maths - Making Comparisons.</p> <p><b>*To compare and order objects by size.</b></p> <p><b>*To use the language big and little and large and small.</b></p> <p><b>*To begin to use more specific language such as tall, long and short.</b></p>	<p><b>*To complete a simple program on the computer.</b></p> <p>The children will be introduced to the computer program 'Infant Tool Kit'. They will learn how to use the mouse and to select different colours to help them create their favourite part of Mr Gumpy's Outing.</p> <p><b>*To look closely at similarities and differences between boats.</b></p> <p>The children will be looking at a range of different boats on the smartboard, in books and at the ones that they have brought in from home (sailing boats, speed boats, paddle boats etc.) Can the children talk about the similarities and differences that they can see?</p>	<p><b>*To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p>The children will work in pairs to make a boat for Mr Gumpy? What does their boat need? How are they going to attach it? They will be reminded how to use the tools and resources in the modelling area correctly.</p> <p><b>*To explore colour</b></p> <p>The children will be taught the colour mixing technique used when using powder paints. The children will be given the opportunity to explore colour mixing before painting one of the animals from the story. They will be asked to talk about how they made certain colours.</p>

<p>At home you can draw and write about the characters in the story.</p>	<p>The children will learn that objects can be compared and ordered according to their size. They will use the language such as big and little and large and small to describe a range of classroom objects. More specific language of tall, long and short will also be introduced.</p> <p>At home you can compare objects by size and then put them into size order.</p>	<p>At home you can look at different boats in books and on the internet. Can you talk about what you have found out?</p>	<p>At home you can draw or make a boat. Can you name the parts of the boat?</p>
<p><b>AUTUMN TERM</b>  <b>THEME:</b> Stories and Celebrations  <b>WEEK 6 &amp; 7 - The Little Red Hen</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p>* To give focused attention to what the teacher says, responding appropriately and to show an ability to follow instructions.</p> <p>Can the children this week following the instructions when going on our welly walk and when making bread?</p> <p>*To explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>We will be talking to the children talk about the behaviour expectations when going out on our Welly Walk and when joining the whole school for a Harvest Festival assembly. Why is it important that we have rules? What would happen if we didn't have them?</p> <p><b>Jigsaw</b></p> <p>*To start to understand children's rights and this means we should all be</p>	<p>*To work in a small group using recently introduced vocabulary.</p> <p>The children will be encouraged to act out or retell the Little Red Hen story using the story props. Can they use some of the vocabulary used in the story?</p> <p>*To listen attentively and respond to what they hear with relevant questions.</p> <p>The children to watch their classmates act out the story of the Little Red Hen.</p>	<p>*To explore malleable materials by patting, stroking, squeezing, pinching and twisting.</p> <p>The children will develop these skills when they make their own bread linked to story.</p> <p>*To demonstrate, strength, balance and coordination when acting out the story of the Little Red Hen.</p> <p>The children will be taught a Little Red Hen dance. They will be encouraged to copy the actions that link to the song.</p>

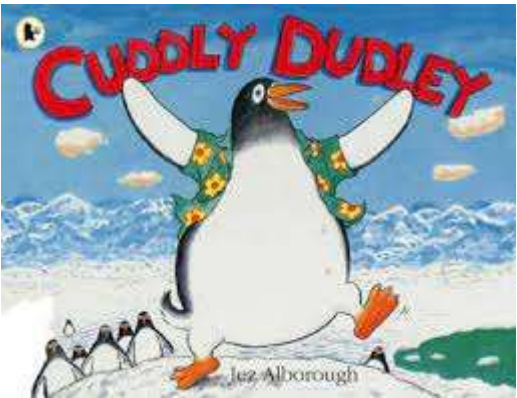
	<p><b>allowed to learn and play.</b> The children will be taught that they have rights. The right to play, learn and to be warm and safe.</p> <p><b>*To learn what being responsible means.</b> The children will be taught that everyone has responsibilities and that when we are responsible it keeps everyone safe.</p> <p><b>At home you can talk about the importance of following rules at school and at home and behaving in the correct way.</b></p>		
		<p><b>At home you can retell the story of the Little Red Hen. You can make your own story props to help you.</b></p>	<p><b>At home you can share your Little Red Hen dance with your grown - up.</b></p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc - Sounds - j, v, y, w, th, z, ch, q, x and ng/nk. Words red, rum, rat, jog, jet, jam, vet, yap, yes, yum, web, win, wish, wet, sock, thin, thick, this, zap, chin, chop, chat, quiz, quit, fox, box, six, sing, bang, thing and wing. Nonsense words - yosh, vib, hesh, shib, rof, chonk, vink, bing, quof, and shep.</b></p> <p><b>*To give meanings to marks as they draw, write or paint.</b> The children will sequence the main events of the story in their own way. There will be a range of resources on offer for them to use. They will be encouraged to talk about the story of sequence events.</p> <p><b>*To begin to use labels and captions</b> The children will write the recipe needed to make bread. Can they recall the step by step method we used to make our bread? The children may choose to sequence the</p>	<p>White Rose Maths - Exploring Pattern.</p> <p><b>*To copy, continue and create simple repeating patterns.</b></p> <p><b>*To explore AB patterns of shape, size, actions and sounds.</b></p> <p><b>*To create their own AB pattern.</b> The children will be asked to copy, continue and create a simple AB (2 object) pattern. They will be encouraged to say the pattern aloud as it helps them to identify the part which repeats and supports them to continue the pattern. The children will be given many opportunities to explore AB patterns in a range of contexts. The children will build patterns both vertically and horizontally.</p> <p>White Rose Maths - Comparing Numbers</p> <p><b>*To identify representations of 1, 2 and 3.</b></p>	<p><b>*To observe the changes when making bread.</b> The children will be encouraged to talk about the differences/changes they see, smell and touch when making bread.</p> <p><b>*To look closely at similarities, differences, patterns and change.</b> We will be going on our 'Autumn Welly Walk around the school grounds'. The children will be encouraged to talk about what they think we will see on the walk. We will also ask them if they know what Autumn means and how it is different to Spring, Summer and Winter. Back in the classroom the children will be encouraged to talk about what they have found on their 'Autumn Welly Walk'.</p> <p><b>*To locate different places on a world map.</b></p>	<p><b>*To create simple representations of events.</b> The children will sequence the story of the 'Little Red Hen' in their own way using paints, modelling equipment, playdough etc.</p> <p><b>*To experiment creating with different textures.</b> Using the leaves and other Autumn things found on our Welly Walk the children will create an Autumn collage with their friends.</p> <p><b>*To understand that different media can be combined to create new effect.</b> The children will use wax resist when creating their own 'Little Red Hen' pictures.</p> <p><b>*To perform songs and rhymes with others.</b></p>

<p>method through pictures.</p> <p>At home you can sequence the story of The Little Red hen. You can draw pictures of the main story sequence.</p>	<p><b>*To match number names and numerals to quantities.</b></p> <p>The children will identify representations of 1, 2 and 3. They will subitise (instantly recognise) or count to find how many and make their own collections. They will match number names to numerals and quantities and count three objects in different arrangements, knowing the final number they say is the quantity of the set.</p> <p>At home you can make your own AB patterns using different objects. Can you record your pattern?</p>	<p>Linked to the 'Little Red Hen' story and bread making the children will be asked to bring in different breads in from around the world for the class to taste and locate where they are from on the world map.</p> <p><b>*To learn about the customs and traditions associated with Harvest.</b></p> <p>The children to attend the school Harvest Festival assembly and to be given the opportunity to talk about Harvest.</p> <p>At home you can talk about Harvest. What does Harvest time mean?</p>	<p>The children will be taught a 'Little Red Hen' song that links to the story. As a class we will add instruments to match the lyrics.</p> <p>At home you can enjoy an 'Autumn Welly Walk' with your family. Make sure you talk about what you can see.</p>
<p><b>AUTUMN TERM</b>  <b>THEME: Stories and Celebrations</b>  <b>WEEK 8 &amp; 1- Fireworks and Diwali</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><b>*To explain the reason for rules and to know right from wrong.</b></p> <p>As a class we will talk about the importance of safety and good behaviour whilst watching fireworks. The children will be encouraged to talk about what might happen if good safety and behaviour is not carried out at a firework event.</p> <p><b>*To work and play cooperatively and take turns with others.</b></p> <p>The children will be encouraged to work and play cooperatively and take turns with each other whilst carrying out a range of firework and Diwali activities.</p> <p><b>Jigsaw</b></p> <p><b>*To identify something I am good at</b></p>	<p><b>*To participate in class discussions, offering their own ideas, using recently introduced vocabulary.</b></p> <p>The children will be encouraged to think and talk about the sounds fireworks make (fizz, whoosh, bang, pop etc). The children will then have a go at making the sounds of the words that they have described.</p> <p><b>*To listen attentively and respond to what they hear with relevant questions.</b></p> <p>Linked to UW the children will participate in class discussions on fireworks and Diwali celebrations.</p> <p><b>* To explain own knowledge and understanding about fireworks and Diwali.</b></p>	<p><b>*To negotiate space and obstacles safely, with consideration for themselves and others.</b></p> <p>The children will listen to a range of firework sounds and use their bodies to imitate how the fireworks move.</p> <p><b>*To demonstrate strength, balance and coordination when dancing.</b></p> <p>Linked to our Diwali celebrations the children will be taught some Indian style dancing using ribbons and bells.</p>

	<p>and understand everyone is good at different things</p> <p>The children will identify what they are good at and learn how to compliment others on their talents.</p> <p><b>*To understand that being different makes us all special.</b></p> <p>The children will talk about their special talents and how these make them unique and special.</p> <p><b>At home you can talk about the importance of Firework Safety.</b></p>	<p>As a class we will be talking about fireworks and the importance of staying safe on bonfire night. The children will watch a video about firework safety and they will be encouraged to talk about what they have seen. The children will then make firework/bonfire safety posters to display around the school.</p> <p><b>At home you can talk about the fireworks you can hear or that you have seen. What sounds do they make? What do they look like?</b></p>	
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Designs</b>
<p><b>*Read, Write, Inc</b> - The children have been assessed individually on their phonic knowledge by the Read, Write, Inc manager and will be working daily in their ability groups. They will continue to develop their phonic knowledge and the skill of segmenting and blending words to help with their reading and writing.</p> <p><b>*To spell words by identifying sounds in them and representing the sound with a letter or letters.</b></p> <p>The children will be encouraged to use their phonic knowledge when writing a list of different Firework sounds - boom, bang, whizz, pop etc.</p> <p><b>* To demonstrate an understanding of firework safety.</b></p>	<p>White Rose Maths - .Comparing Numbers</p> <p><b>*To identify which set has more and fewer.</b></p> <p><b>*To identify 1 more and 1 less in patterns.</b></p> <p>The children will begin to understand that as we count, each number is one more than the number before. Similarly as we count back, each number is one less than the previous number. The children will use a range of representations to support their understanding and they will be encouraged to represent the one more and one less patterns as they count.</p> <p>White Rose Maths - Comparing Numbers</p>	<p><b>*To learn about the customs and traditions associated with Fireworks, Diwali and Remembrance Day.</b></p> <p>The children will learn about the customs and traditions associated with fireworks, Diwali and Remembrance Day. This will be carried out through discussions, stories, videos and class visitors. The children will be encouraged to talk about what they have learnt and their understanding of the celebrations.</p> <p><b>*To complete a simple program on the computer.</b></p> <p>The children will use a paint program on the computer to create a firework picture or a Rangoli pattern. They will also learn how to print their own work.</p>	<p><b>*To experiment with colour, techniques and textures.</b></p> <p>The children will use a range of paints and different art equipment to help them to create their own firework sky scene.</p> <p><b>*To make fireworks using the modelling area and to share their creations, explaining what process they have used.</b></p> <p>Using a range of modelling resources and equipment the children will have a go at making their own rockets and other fireworks. The children may also want to make a Diva linked to Diwali. They must remember to use the modelling area correctly and use the tools and equipment in the correct way.</p>


<p>The children will make their own firework safety poster to display around the school. They will be encouraged to talk about what they have learnt about firework safety. They will then transfer their knowledge into words and pictures.</p> <p>At home you can make a Firework Safety poster to display in your window.</p>	<p><b>*To explore and talk about compositions of number.</b></p> <p>The children will be introduced to the idea that all numbers are made up of smaller numbers. They will explore and notice the different compositions of 2 and 3. For example 3 can be composed of 1 and 1 and 1 or 2 and 1 or 1 and 2. The children will be encouraged to explore composition of larger numbers and to talk about what they have found out.</p> <p>At home you can work on which set has more or less. You can do this by making a prediction and then counting each set to see if you are correct.</p>	<p>At home you can find out about the customs and traditions associated with Guy Fawkes Night and Diwali. Can you talk about what you have found out?</p>	<p>At home you can make a Firework picture or rockets out of recyclable materials. You may also want to go at making your own Rangoli pattern.</p>
<p><b>AUTUMN TERM</b>  <b>THEME:</b> Stories and Celebrations  <b>WEEK 2 &amp; 3 - Handa's Surprise</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><b>*To be confident to try out new activities and show independence, resilience and perseverance in the face of a challenge.</b></p> <p>In EAD the children will be faced with a challenge to develop their fine motor skills for drawing, cutting and hole punching whilst making puppets, animal masks and fruits from the story. This may be a challenge for some children. They will be encouraged to persevere in the face of a challenge.</p> <p><b>*To give focused attention to what the teacher says, responding appropriately.</b></p> <p>Linked UW the children will be listening carefully and showing an understanding</p>	<p><b>*To demonstrate an understanding of what has been read to them by retelling stories using their own words and recently introduce vocabulary,</b></p> <p>The children will work in small groups to act out the story of 'Handa's Surprise' using the story box and story props.</p> <p><b>*To use and understand recently introduce vocabulary during role-play.</b></p> <p>The children will be encouraged to act out 'Handa's Surprise' using the story props and animal masks.</p>	<p><b>*To explore malleable materials by patting, stroking pinching and twisting.</b></p> <p>The children will make their own fruit out of salt dough. They will have real fruit to observe to help them to create a real life representation of the fruit.</p> <p><b>*To negotiate space successfully when moving around the school hall, adjusting speed or changing direction to avoid obstacles.</b></p> <p>The children will be shown an animal card linked to the story and they will be asked move around the hall like the animal on the card. The children will also watch how the animal moves on the big screen in the hall. Jungle music will</p>

	<p>of what is being talked about by the class teacher.</p> <p><b>Jigsaw</b>  <i>*To know we are all different but the same in some ways.</i>  The children will discuss how all families share some characteristics but each one is unique and special too.  <i>*To be able to tell you why I think my home is special to me.</i>  The children will discuss how houses can be similar, even around the world, but they all share similar characteristics.</p> <p><b>At home you can work on developing you cutting skills. You can cut in lines or around drawn shapes.</b></p>	<p>At home you can retell the story of 'Handa's Surprise' to your grown - up.</p>	<p>be played to encourage music and movement.</p> <p><i>*To use a range of small tools, including scissors and paintbrushes carefully and to begin to show accuracy and care when drawing.</i>  Linked to EAD the children will develop these skills when participating in the planned activities linked to Handa's Surprise.</p> <p><b>At home you can carry out an observational drawing on a piece of fruit or a selection of fruit.</b></p>
Literacy	Mathematics	Understanding the World	Expressive Arts & Designs
<p><i>*Read, Write, Inc - The children will continue to work daily in their ability groups. They will continue to develop their phonic knowledge and the skill of segmenting and blending words to help with their reading and writing.</i></p> <p><i>*To segment the sounds in words and blend them together.</i>  The children will be encouraged to read the fruit labels in the class fruit shop and to write down their own shopping list to use in the fruit shop.</p> <p><i>* To know that information can be retrieved from books and computers.</i>  Linked to all areas of UW.</p>	<p>White Rose Maths - Geometry and Spatial Thinking.</p> <p><i>*To learn the names of a circle and a triangle and the mathematical terms to describe them.</i>  <i>*To identify circles and triangles in the environment, in pictures and art work.</i>  The children will learn that circles have one curved side and triangles have 3 straight sides. They will begin to recognise their shapes on everyday items in the classroom and outside. The children will be encouraged to build their own circles and triangles. They will also look at a variety of different sized circles and triangles in different orientations and with sides of different lengths.</p>	<p><i>*To explain some similarities and differences between life in this country and life in South -West Kenya.</i>  The Handa's Surprise story is based in South-West Kenya. As a class we will research South-West Kenya and talk about how it is similar and different to where we live. We will also look at its position on the world map.  <i>*To locate different places on the world map</i>  As a class we will be looking at where the fruit in Handa's basket comes from. We will be looking at the packaging and the labels on the different fruits. Where is the country of origin for each fruit type? We will</p>	<p><i>*To safely explore and variety of materials, tools and techniques, experimenting with colour design, texture, form and function.</i>  The children will make puppets, animal masks and fruits from Handa's Surprise.</p> <p><i>*To choose a particular colour for a purpose.</i>  The children will paint their fruit salt dough made last week. They will be encouraged to look closely at the colours on real fruit so that they can paint their fruit in realistic colours.</p> <p><i>*To initiate new combinations of</i></p>

<p><b>*To begin to break the flow of speech into words.</b> Linked to UW the children will write down some of the facts they have found out about South-West Kenya, Handa's fruits and the animals in the story.</p> <p><b>At home you can write a list of fruits that you like and dislike. Can you explain to your grown - up the reasons for your choices?</b></p>	<p>White Rose Maths - Geometry and Spatial Thinking. <b>*To use positional language to describe how items are positioned in relation to other items.</b> The children will hear and begin to use positional language to describe how items are positioned in relation to other items. They will build life-sized journeys outdoors and travel through them, exploring them from different perspectives. The children will also begin to represent real places they have visited or places in stories with their models, drawings or maps.</p> <p><b>At home you go on a shape walk. Can you spot any circles or triangles in your local environment?</b></p>	<p>be looking at these countries on the world map. <b>*To know some similarities and differences between the natural world around them and the contrasting environments.</b> The children will be finding out about the animals in the story. Where do they live? What do they like to eat? We will be talking about the types of animals and their environments and the types of animals we have where we live.</p> <p><b>At home you can research South - West Kenya with a grown - up and talk about your findings.</b></p>	<p><b>movements.</b> Linked to PD the children will move like the animals from the story.</p> <p><b>At home you can make some puppets from the 'Handa's Surprise' Story.</b></p>
<p><b>AUTUMN TERM</b> <b>THEME: Stories and Celebrations</b> <b>WEEK 4 &amp; 5 - Cuddly Dudley</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><b>*To describe self in positive terms and talk about abilities.</b> Cuddly Dudley was good at cuddling! The children will be asked to talk to their partner and tell them something that they are good at. Can they describe themselves in positive terms and talk about their abilities?</p> <p><b>*To show sensitivity to their own needs and those of others.</b> In the story Cuddly Dudley ran away because he did not want to be cuddled. The children will be asked to think about what the penguins could have done to stop this happening. Should Cuddly Dudley have talked to his brothers and sisters about how he was feeling? What do you think they would have said to him? The children will be given</p>	<p><b>*To make comments about what they have heard and to clarify their understanding through talk.</b> The children will be encouraged to talk about how they think Cuddly Dudley was feeling throughout the story. How does the story show these feelings?</p> <p><b>*To use and understand recently introduced vocabulary heard in the story Cuddly Dudley.</b> The children will be encouraged to work in small groups to retell/act out the Cuddly Dudley story. They will use the story book and story props to help them and they will be encouraged to use some</p>	<p><b>*To negotiate space and obstacles safely, with consideration for themselves and others.</b> The children will watch some clips of penguins waddling and as a class discuss what they see. The children will then put themselves into a waddle position and waddle like a penguin around the school hall. Once they have mastered waddling they will then waddle over, under, around and through PE equipment.</p> <p><b>*To demonstrate strength, balance and coordination.</b> Linked to our story theme the children</p>

	<p>different scenarios to think about and discuss how they could show sensitivity toward other children's feelings.</p> <p><b>Jigsaw</b>  <b>*I can tell you how to be a kind friend.</b>  The children will discuss: How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend?  <b>*I know which words to use to stand up for myself when someone says or does something unkind.</b>  The children will discuss how we feel when people say unkind words to us. How do we make other's feel? How can we resolve these situations?  <b>At home you can talk about all the things that you are good at and then the things that you need to try a bit harder at.</b></p>	<p>of the new language/vocabulary that they have learnt from the story.</p> <p><b>At home you can talk to your grown - up about feelings. What makes you feel happy, sad, excited, upset etc?</b></p>	<p>will play a waddling game in the school hall. They will be asked to hold objects and balance objects whilst moving like a penguin across the school hall. (Relay Races).</p> <p><b>At home you can practise your balancing skills.</b></p>
Literacy	Mathematics	Understanding the World	Expressive Arts & Designs
<p><b>*Read, Write, Inc</b> - The children will continue to work daily in their ability groups. They will continue to develop their phonic knowledge and the skill of segmenting and blending words to help with their reading and writing.</p> <p><b>*To know that information can be retrieved from books and computers.</b>  <b>*To demonstrate and understanding about what has been read to them.</b>  <b>*To write simple phrases and sentences that can be read by others.</b>  As a class we will work together to research penguins. Where do they live? What types of food do they eat? How many different types of penguins are</p>	<p>White Rose Maths - Numbers to 5.  <b>*To match the number names to numerals and quantities.</b>  <b>*To say which set have more or fewer items.</b>  The children will count on a back to 5. They will count or subitise sets of up to 5 objects to find out how many make their own collections of objects. They will be encouraged to match the number names to the numerals and quantities and say which sets have more or fewer items in them. When counting the children will continue to learn that the final number they say names the quantity of the set. The children will also sing many number songs and</p>	<p><b>*To look closely at similarities, differences and change.</b>  Linked to the story the children will be observing the changes to ice inside and outside our classroom. The children will make predictions as to which ice cube will melt the quickest and slowest. They will be encouraged to give reasons for their prediction. We will also be looking at larger sizes of ice and again making some predictions as to what we think might happen to the ice by the end of the morning or by the end of the school day.</p> <p><b>*To use ICT hardware to interact with age appropriate software.</b>  The children will be taught how to use the Beebot. They will work in small groups to</p>	<p><b>*To perform stories with others.</b>  The story of Cuddly Dudley will be read aloud to the children and they will be encouraged to work in their group to act out/perform the story.</p> <p><b>*To safely explore and variety of materials, tools and techniques, experimenting with colour design, texture, form and function.</b>  As a class we will work together to create a Cuddly Dudley display in the classroom. The children will make and cut of snowflakes to help make the background and then paint, draw and use different materials to make Cuddly Dudley and all of his brothers and</p>

<p>there? Etc. As a class we will make a fact file on penguins.</p> <p><b>*To begin to break the follow of speech into words.</b></p> <p>The children will write 'Come Home' letters to Cuddly Dudley telling him how much they miss him.</p> <p><b>At home you can find out some information about Penguins. Use books and the Internet to help you.</b></p>	<p>rhymes as many focus on the number five.</p> <p>White Rose Maths - Numbers to 5.</p> <p><b>*To count and compare as they explore one more and one less.</b></p> <p>The children will continue to count, subitise and compare as they explore one more and one less. They will use a five frame to predict how many there will be if they add one more or take one away. The children will be prompted to see if they can see the link between counting forwards and the one more pattern and counting back and the one less pattern.</p> <p><b>At home you can practise learning the number that is one more and one less than a given number to 5.</b></p>	<p>make their own snowy adventure map on large pieces of sugar paper. The children will then program the Beebot to move to particular places on their map.</p> <p><b>*To learn about the customs and traditions associated with Hanukkah.</b></p> <p>The children will learn about the customs and traditions associated with Hanukkah. This will be carried through discussions, stories, videos and class visitors. The children will be encouraged to talk about what they have learnt and their understanding of the celebration.</p> <p><b>At home you can research the customs and traditions associated with Hanukkah. Can you talk about what you have found out?</b></p>	<p>sisters.</p> <p><b>*To share their creations, explaining the process they have used.</b></p> <p>The children will make a new t-shirt for Cuddly Dudley out of material, paper, modelling resources etc. The children must make a front and back and think about how they could attach it together and then to him. They will be encouraged to design their t-shirt, make it and then evaluate it.</p> <p><b>At home you can make your own Cuddly Dudley. You might want to build him, draw him, making him out of playdough. You can decide.</b></p>
---	--	---	---

<p><b>AUTUMN TERM</b>  <b>THEME: Stories and Celebrations</b>  <b>WEEK 6 &amp; 7 - Christmas</b></p>	<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p>	<p><b>Physical Development</b></p>
	<p><b>*To give focused attention, responding appropriately.</b></p> <p>Linked to Christmas the children will be encouraged to talk about how it is celebrated in their home. The children must be aware that not everyone celebrates Christmas in the same way.</p> <p><b>*To set and work towards a simple goal, being able to wait for what they want and control their immediate impulses when appropriate.</b></p> <p>The children will work hard and practise a Christmas performance for their parents to see. They will learn songs and dances and understand that they will be</p>	<p><b>*To listen attentively and respond to what they hear with relevant questions.</b></p> <p>The children will learn about the Christmas Story at an age appropriate level. They will be encouraged to listen carefully and respond with relevant questions.</p> <p><b>*To express their ideas and feelings about Christmas.</b></p> <p>The children get very excited at this time of the year therefore it is important that they get to share this with their friends. The children will be encouraged to talk using full sentences, including past, present and future</p>	<p><b>*To experiment with different ways of moving.</b></p> <p>The children will be learning new dances, movements and actions linked to a range of Christmas songs.</p> <p><b>*To use a range of small tools, including paintbrushes correctly.</b></p> <p><b>*To explore malleable materials by patting, stroking pinching and twisting.</b></p> <p>The children will be making a range of Christmas crafts to take home. They will develop their fine motor skills through cutting, drawing and using clay.</p>

	<p>performing in front of an audience. They will be encouraged to maintain attention, concentrate and sit quietly while taking part in the Christmas performance.</p> <p>At home you can talk about how Christmas is celebrated in your home.</p>	<p>tenses and making use of conjunctions. This will be modelled and supported by an adult.</p> <p>At home you can talk about your ideas and feelings about Christmas. Is there anything you would like to do or see?</p>	<p>At home you can make some Christmas crafts to help develop your fine motor skills. You could even make mince pies - Yum!</p>
<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Understanding the World</b></p>	<p><b>Expressive Arts &amp; Designs</b></p>
<p>*Read, Write, Inc - The children will continue to work daily in their ability groups. They will continue to develop their phonic knowledge and the skill of segmenting and blending words to help with their reading and writing. This week the children will be individually assessed by the Read, Write, Inc manager ready for their new groups next term.</p> <p>*To read words using their phonic knowledge by sound blending.</p> <p>The children will enjoy looking at a range of Christmas books with their friends. They may begin to read parts of the story and or identify simple words.</p>	<p>White Rose Maths - Geometry and Spatial Thinking.</p> <p>*To learn that squares and rectangles have 4 straight sides and 4 corners.</p> <p>*To recognise these shapes in the indoor and outdoor environment.</p> <p>The children will learn that squares and rectangles have 4 straight sides and 4 corners. They will begin to recognise these shapes on everyday items in the classroom and outside. The children will look at squares and rectangles in a variety of different sizes and orientations.</p> <p>White Rose Maths - Measurement of time.</p>	<p>*To learn about the customs and traditions associated with Christmas.</p> <p>The children will learn about the customs and traditions associated with Christmas. This will be carried through discussions, stories, videos and class visitors. The children will be encouraged to talk about what they have learnt and their understanding of the celebration.</p> <p>*To look at similarities and differences.</p> <p>As a class we will be looking at how Christmas is celebrated around the world. The children will be asked to identify the similarities and differences between how it is celebrated in this country and in other countries.</p>	<p>*To perform songs with others and to move in time with the music.</p> <p>The children will learn many new songs, actions and dances during this festive period.</p> <p>*To safely explore and variety of materials, tools and techniques, experimenting with colour design, texture, form and function.</p> <p>The children will get creative whilst making a range of Christmas crafts.</p> <p>*To act out narratives with their peers.</p> <p>The children will be encouraged to work together to act out a simple story of the Nativity. There will be story props</p>

<p>*To know that information can be retrieved from books and computers. Linked to UW the children will be finding out how Christmas is celebrated around the world.</p> <p>*To spell words by identifying sounds in them and representing the sounds with a letter of letters. *To write simple phrases that can be read by others.</p> <p>The children will write Christmas present lists for Father Christmas. They will be encouraged to use their phonic knowledge to help them write the words that they need. At home you can help to write a few Christmas cards to send to your family and friends.</p>	<p>*To talk about night and day and order key events in their daily routines. *To use the language day, night, morning, afternoon, before, after, today and tomorrow.</p> <p>The children will be encouraged to talk about night and day and order key events in their daily routines. They will be encouraged to use the correct language to describe when the events happen.</p> <p>At home you look for square and rectangle shaped objects.</p>	<p>At home you can research the customs and traditions associated with Christmas. Can you talk about what you have found out?</p>	<p>available for the children to use.</p> <p>At home you can sing some of the new Christmas songs that you have learnt in class.</p>
---	---	---	--