

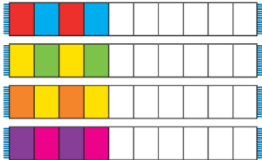


<p><b>Autumn 1</b></p> <p>This half term we will be settling into our new classes and learning the routines and expectations. We will be exploring the school grounds and area around us. We will be learning to understand the past through reading Little People, Big Dreams books. We will be developing our gross motor skills through Big Moves and supporting our fine motor skills too.</p>	<p><b>English</b></p> <p>The children will explore a range of mark making experiences emergent writing, role playing writing, magnetic letters and dough disco.</p> <p>Our reading and writing will focus on the blending for reading and the segmenting for writing of the following sounds.</p> <p>The children will be writing dictated words and sentences for the following sounds:</p> <ul style="list-style-type: none"> <li>s, a, t, l, p, n, m, d</li> </ul> <p><u>Our Book Talk books</u></p> <p>Harry and the Dinosaurs go to School – Ian Whybrow</p> <p>The Invisible String – Patrice Karst</p> <p>Ravi’s Roar – Tom Percival</p> <p>The Colour Monster goes to School – Anna Llenas</p> <p>All Are Welcome – Alexandra Penfold</p> <p>We’re going on a leaf hunt – Steve Metzger</p> <p>Please ensure your child’s reading book and reading record are in their book bag every day.</p>	<p><b>Mathematics</b></p> <p>Matching Objects to pictures</p> <p>Identifying and matching sets of objects</p> <p>Spotting patterns in the environment, beginning to identify the pattern “rule”.</p> <p>Sorting objects into groups based on colour, size and shape</p> <p>Use the language ‘more’ and ‘fewer’ when comparing set of objects.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Talk about and identify the patterns around them.</p> <p>Continue, copy and create repeating patterns.</p>
<p><b>Phonics</b></p> <p>We will begin Phonics sessions this half term and the children will:</p> <ul style="list-style-type: none"> <li>Choose the correct graphemes to spell a word – say the word, segment the word, write the word.</li> <li>Apply sounds to read – look at the letters, make the sounds, blend the sounds together.</li> </ul> <p>We will focus on the following sounds –</p> <ul style="list-style-type: none"> <li>s, a, t, l, p, n, m, d</li> </ul>	  	  
<p><b>Communication and language</b></p> <p>This half term we will be focussing on listening, Attention &amp; Understanding.</p> <p>Children will:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Children will learn new vocabulary and will use this throughout the school day</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in story times and listen to and talk about stories to build familiarity and understanding.</p>	<p><b>Physical development</b></p> <p>This half term we will be taking part in Big Moves and basic skills. The children will:</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Children will use PE sessions to explore travelling in different directions, develop running, changing direction, jumping and landing.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Conclude movements in balance and stillness.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	

**Personal social and emotional development**



Express their feelings and consider the feelings of others.  
 Identify and moderate their own feelings socially and emotionally.  
 Show resilience and perseverance in the face of challenge.  
 See themselves as a valuable individual.  
 Build constructive and respectful relationships.  
 Think about the perspectives of others.  
 Manage their own needs.

Through our weekly PSED sessions, we will be learning:

- To name and describe themselves, and people in their class, and notice how they are similar and different.
- To name and describe their family and show interest in other people’s families.
- To describe things which are important to them and their family.
- To show interest in and equally value a range of people and the variety of ways they live their lives.
- To understand what is special about me and other people in my class.
- To understand what I have learnt to do and recognise what I would like to do next.
- To know who and how to ask for help if they need it.

**Understanding of the world**



Children will be exploring the natural world around them.  
 Comment and ask questions about aspects of their familiar world such as the place where they live.  
 Know about similarities and differences in relation to places, objects, materials and living things.  
 Make links between ideas  
 To identify and name body parts: head, mouth, teeth, arm, hand, leg and foot.  
 To know some ways, we can use parts of our body  
 To name animals that live on a farm.  
 To know some places farm animals, live.  
 To be able to talk about pictures, stories and artefacts from the past.  
 To know that pictures, stories, artefacts and accounts can tell you about the past.  
 To be able to identify some similarities between pictures, stories, artefacts and accounts from past and present.  
 Becoming familiar with their new school environment.  
 Children will begin to use an iPad in provision and will learn to:

- Unlock and lock an iPad device.
- Navigate to an app (Purple Mash) and open the app.
- Close an app after use
- Take a photo

**Expressive arts and design**



Music  
 This half term the children will explore music within their classroom provision. They will learn:  
 To play some basic musical instruments.  
 To know different instruments and different body parts make different sounds.  
 Children will sing songs and rhymes familiar to them during daily singing sessions.  
 Art  
 To name the main colours.  
 To express themselves through art and there is no right or wrong.  
 To know the materials they have can make marks on paper.  
 To know the marks on paper can represent something real.  
 To create some shapes to represent items they are drawing.

We will be exploring, using and refining a variety of artistic effects to express our ideas and feelings. We will be exploring art materials such as paint, felt tips, crayons, pencils, chalk and collage materials.

Design Technology  
 We will be exploring junk modelling. Children will investigate the tools and materials in the junk modelling area. They will cut different materials and select the correct resources needed to make a model. They will explore different ways to temporarily join materials together all along with planning and reflecting on their creation.



Homework books will be sent home at the beginning of the half term. These will contain a number of activities relating to learning which has taken place in class recently. This will enable children to share what they have learnt at school with adults at home and to show their learning in a variety of creative ways.

Please also take the time to read with your child each day. Research shows children who read regularly at home perform better in all areas of the curriculum.

**Key Dates for this half term:**

- Tuesday 15th October – Parents’ Evening
- Thursday 17th October – Parents’ Evening
- Friday 18th October – School closes for half term.