



Reception

Autumn 1- 2016

Communication and language development

- **Listening & attention**-adding correct actions to songs, Tommy Thumb, Head, shoulders, knees and toes Follow simple one step instructions at tidy time. Follow simple instructions to make Kipper's birthday cake. Using a mirror to watch the shape and movement of their mouth and tongue as they practise and say sounds correctly. Listen and recall story events. Play listening games such as 'Simon says'.
- **Understanding**- use of positional language such as when setting the table to have tea with our friends, laying a teddy bears picnic out and putting resources away. Following simple instructions both verbal and visual, e.g. washing hands before snack, putting things away at tidy time in the correct place.
- **Speaking**-talking about their own and story characters emotions in different situations. Role play opportunities, e.g. role play to become a doctors surgery.

Personal, social and emotional development

- **Making relationships**- Introduction of whole school and class rules and expectations through creating our own charter. Encouragement of working and playing in group situations, e.g. having a picnic with friends. Making new friends throughout the half term-How do we make and keep friends?
- **Self-confidence and self-awareness**- exploring what they and their friends look like. Talking about family and friends and who help them feel happy, safe etc. Looking after ourselves, each other and our classroom. Exploring feelings when we are doing something new-excited, scared, worried, happy, etc.
- **Managing feelings and behaviour**- Introduce and use our Mr Happy/Mr Grumpy behaviour board & stickers. Encourage sharing-sharing picnic food, sharing snack at snack time. Circle time-taking it in turns to speak and listen to others. How do we show we are listening to our friends? Where should our eyes be looking?

Topic

Who is your friend?

Physical development

- **Moving & handling**- Acting out different situations through stories and using associated vocabulary to describe character's movement, e.g. strong, gentle, happy. Start to explore how different music can affect mood and movement. Develop manipulation skills by making food for your friends out of dough and junk modeling models. Develop scissor skills through adult focus groups in workbench area. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. running, jumping and using larger equipment, e.g. climbing frame. Keeping our bodies still when asked.
- **Health & self care**- Finding out about all the different people who help look after us in school. Introduction of indoor and outdoor boundaries. Explore what we could do when we begin to feel too hot or cold, e.g. put coat on/off. Encourage good personal hygiene, e.g. washing hand after the toilet or before snack. Introduction of snacks in school and having the opportunity to try new, healthy snacks, e.g. cucumber, pepper. What food do we like? What food do our friends like? Exploring how we feel when we have been exercising, e.g. we feel out of breath, our hearts beat faster. What games do we play with our friends?



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✓ Visit the Parkfield website to: read the latest class news, look at photo slideshows and go to the *Parents' Zone* to access resources to help you support your child learn at home!

Literacy development

- **Reading**--Reading own name and labels around the classroom. Going on word and label hunts. Recognise and name story characters. Talk about and sequence stories. Look at different types of text, e.g. instructions to make a face or wash hands and a range of fictional storybooks. Introduce Kipper and his family (characters in our school reading books) through games, stories and activities. Read these character names on sight.
- **Writing**- Name writing with help. Using their own writing to write model cards for models made. Writing letters to their friends. Handwriting activities using sand, water etc.

Understanding the world

- **People & communities**- Talk about families, the home they live in, their local community and their new school community. Naming external parts of the body and comparing similarities and differences between themselves and their peers.
- **The world**- Exploring the stages of growth naming baby, child and adult. Compare similarities and differences between themselves and their friends.
- **Technology**- Introduce use of class computers- icons and simple mouse control. Use of the class Smart board with individuals, small groups and whole class. Introduce the headphones-which buttons to press to make them work. Sharing our programmable toys with our friends.

Mathematics

- **Numbers**- Reading and counting using numbers to 10 and beyond. Numbers important to the children and their friends, e.g. door numbers, age etc. Number songs involving addition and subtraction. Matching objects to numbers, e.g. matching 7 teddy bears to the number 7 card. Sharing objects between a set number of children, e.g. picnic food shared between 3 friends. Finding answers to simple number problems, e.g. how many more do we need?
- **Shape, space & measure**- Vocabulary to describe ourselves and friends -big, medium, little, light, tall, short, hair colour etc. Match equipment to correct silhouette. Positional language describing the journey we take to school and compare it with our friends' journey.

Expressive arts and design

- **Exploring & using media & materials**- Singing songs and adding actions. Introduce workbench and easel and the different types of materials and tools used in each area.
- **Being imaginative**- Introduce our role play area and collect children's ideas on what else could be included. Use different voices when being different characters. Acting out real life in home corner and in small world area, e.g. dolls house. Moving to different stimulus and music. Building dens with our friends.

Your Ideas

What would you like to see your child learn this half term?

Please write in the box, cut it out and hand in to us.

Homework

To give your child the best possible start in reading they will be coming home with a simple matching story character game to be played at home. We expect every child to be able to name each character and then progress to reading each character name card without the use of pictures. This will lead onto a reading book to practice at home at least 3 times a week.

We will also be sending letter sounds home. Your child will need to recognise each letter and hear the letter sound at the beginning and end of words, e.g. ssssnake, ssssun, messsss.

The first few sounds will be:
s, a, t, p, i, n

Child's name: _____