



Reception Autumn 1 2021

The Theme of Investigation (TOI) is: **'Who Are We?'**

Our CENTRAL INVESTIGATIONS are: **Who are we? / Family and Friends are important to us**

We will investigate the CONCEPTs of: **Family and Belonging**

The <i>AtL's</i> we will show are:	We will develop the following <i>SKILLS</i> :	The <i>ACTION</i> we might take is:	We will develop the <i>PUPIL PROFILE</i> characteristic:
Appreciation Cooperation Curiosity Empathy Respect	<ul style="list-style-type: none"> • Observing • Questioning • Speaking and listening • Respecting others • Cooperating • Fine and Gross motor • Behaviour • Making choices 	To explore that everyone is different and that is great. To make everyone feel happy and confident with who they are. To care for one another.	Caring <u>We will try to be like these WOODLAND EXPLORERS:</u> Deciding Deer Talkative Toad Friendly Frog Curious Cat

Children's input into learning

Although we start by focusing on the Whole school 'Theme of Investigation'. Learning in EYFS follows the children's interests, therefore as we progress through the term we may also investigate completely different things.

All learning here is a guide as to what development is expected of children during their Reception Year.

However, learning is personalised and the ideas are not a checklist of what must be achieved and should not be seen as such.

Home learning ideas

PSED: Ask your child to complete a 'job' to help your family e.g. make your bed, lay the table, and help prepare a meal.

C&L: Play a game of 'I Spy' using adjectives (describing words) such as "I spy something coloured red/ blue ... or something round/ spikey/ shiny ... or something that is big/ beautiful/ smelly/ growing/ hot/ noisy"

MATHS: Use number tracks in games (ensure there is variation e.g. horizontal, vertical, diagonal, ascending value and descending value) • Sing number rhymes together (Ten green bottles, Ten fat sausages, 1 2 3 4 5 Once I caught a fish alive, Five speckled frogs etc.) • Create number books with your child e.g. 'My book of 6' and taking photographs, stamping numbers and objects in.

LITERACY: Share storybooks together, developing a love of listening to and joining in with familiar stories. Talk about the illustrations and what is happening in the story. Ask your child to be a sound detective and look for sounds of the day in some old magazines/newspapers at home. Ask your child to read their decodable book, or to identify known sounds in their own story books.

UTW: Talk to your child about what makes them special. We are all different: Each person has their own particular likes and dislikes, their favourites and their talents (special things they can do). • Look at a photographs of each family member as a baby. Discuss how they are all different, that's what makes us special!

PD: Ask your child to practise yoga before bedtime to relax, prepare their eyes and body for a restful night sleep. Enjoy climbing and swinging on equipment at home or in the park.

We may develop our skills within our TOI

Mathematics	Literacy: (Reading and Writing)	Communication and Language (C&L)	Personal, Social and Emotional (PSED)
<ul style="list-style-type: none"> ● Baseline/getting to know you ● Matching ● Sorting ● Comparing amounts ● Compare Size/mass/capacity ● Exploring patterns 	<ul style="list-style-type: none"> ● Listen and enjoy sharing and joining in with a wide range of books, poems and songs. ● Phonics - start to learn to read and write set 1 sounds. ● Develop listening and speaking skills in a range of contexts. ● Give meaning to marks they make. Understand that thoughts can be written down. ● Start to blend known sounds to read simple regular words e.g. mum, dad. ● Write their name with a name card or try to write it from memory. 	<ul style="list-style-type: none"> ● Talking about family/ routines and special occasions. ● Following instructions in routines. ● Developing listening skills and phonological awareness. ● Developing social phrases e.g. 'good morning!' ● Asking why. ● Engaging in story times. 	<ul style="list-style-type: none"> ● What makes me special/ my special people ● Who can help me? ● Feelings ● self-care and self-regulation techniques ● Developing relationships ● Class rules: Behavioural expectations in the class/boundaries set
Expressive Arts and Design (Inc Music and Drama) (EAD)	Understanding the World (UTW)		PE and Physical Development (PD)
<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings ● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Create collaboratively, sharing ideas, resources and skills. ● Develop storylines in their pretend play. 	<ul style="list-style-type: none"> ● Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. ● Begin to develop a sense of continuity and change by being able to compare characters from stories. ● Learn about themselves and special things in their own lives. ● Talk about the features of their immediate environment with visual representations e.g., around school, seating maps, nature area map and notice common signs and logos. 		<ul style="list-style-type: none"> ● Develop confidence and movement skills using apparatus and space outdoors. ● Develop and refine fine motor skills and hand eye coordination needed for writing. ● Develop a good pencil grip ● Develop water confidence during Swimming sessions. ● Be able to dry and dress after swimming. ● Develop self-care skills, by changing for PE lessons with more independence and confidence.

How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

Personal Social & Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings e.g. what fruit shall we buy? How does that story make you feel? What did you like best?
- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up.
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome e.g. would you like this or that story before you go to bed?
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

Communication and language



- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.

Please speak to us if you have any concerns about your child's language development.

Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping, skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.



Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed.
- Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'.
- Play counting-based games such as dominoes, ludo, snakes and ladders or number snap.
- Play 'spot the number'—focus on the numerals 0 to 9, and challenge your child to find them everywhere—on front doors, clocks, car registrations, birthday cards and more.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child's interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child's developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

Understanding the World

- Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.
- Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities.
- Read and talk about information books based on their interests.
- Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community. Ask questions such as, 'what would you like to do when you grow up?'

Expressive Arts and Design

- Encourage them to draw, make pictures and models of what they are interested in, see or experience.
- Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy.
- Keep a 'busy box' with things like string, tape, wrapping paper scraps, lolly sticks, stickers and straws that your child can use to make whatever they want. Ask them to talk about their creations.
- Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes. At story time, encourage your child to act out roles from a story with movements or sounds.
- Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Five little monkeys' and 'Jack and Jill'.