

# Reception Autumn 1 2023

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

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

## Children's input into learning

Although we start by focusing on the whole school 'Theme of Investigation'. Learning in EYFS also follows the childrens' 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.

## Celebrations and Festivals

We are a diverse school with children from many different cultures and religions and this is something we ensure we celebrate.

We may take a look at the main religions and some of their celebrations.

*If ever you have a celebration special to your family that you would like to support us with, please do let Miss Williams know.*

## 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, 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 Six' and put 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 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 photograph 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, preparing their eyes and body for a restful night of sleep. Enjoy climbing and swinging on equipment at home or in the park.

## Homework – When they bring home a reading book – this will only happen when they are confidently blending 2 and 3 sounds.

Please try to encourage your child to read their book every day or spend time sharing and reading their own story books.

Books will be changed on a Friday. They'll have one book that they will have read in school, so don't worry if they are finding it quite easy as it helps develop their reading fluency by re-reading books. Then they'll also receive a bookbag book which will be new to them each week, again it's brilliant for them to read it multiple times.

***Please make sure the books are kept in the reading folder and brought into school every day. Thank you.***

## We may develop our skills within our TOI

Communication and Language (C&L)	Personal, Social and Emotional (PSED)	PE and Physical Development (PD)
<ul style="list-style-type: none"> <li>Talking about family/ routines and special occasions.</li> <li>Following instructions in routines.</li> <li>Developing listening skills and phonological awareness.</li> <li>Developing social phrases e.g. 'good morning!'</li> <li>Asking why.</li> <li>Engaging in story times.</li> </ul>	<ul style="list-style-type: none"> <li>What makes me special/ my special people?</li> <li>Who can help me and how can I feel safe?</li> <li>Feelings and emotions.</li> <li>Self-care and self-regulation techniques.</li> <li>Developing relationships.</li> <li>Showing respect and making choices.</li> <li>Class rules: Behavioural expectations in the class/boundaries set.</li> <li>Working collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence and movement skills using apparatus and space outdoors.</li> <li>Develop and refine fine motor skills and hand-eye coordination needed for writing.</li> <li>Develop a good pencil grip.</li> <li>Develop water confidence during Swimming sessions.</li> <li>Be able to dry and dress after swimming.</li> <li>Develop self-care skills, by changing for Games with more independence and confidence.</li> </ul>

Literacy: (Reading and Writing)	Mathematics	Understanding the World (UTW)	Expressive Arts and Design (Inc Music and Drama) (EAD)
<ul style="list-style-type: none"> <li>Listen and enjoy sharing and joining in with a wide range of books, poems and songs.</li> <li>Phonics - start to learn to read and write RWInc set 1 sounds – with correct formation.</li> <li>Develop listening and speaking skills in a range of contexts.</li> <li>Give meaning to marks they make. Understand that thoughts can be written down.</li> <li>Start to orally blend known sounds to read simple regular words e.g. mum, dad.</li> <li>Write their name with a name card or try to write it from memory.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline/getting to know you</li> <li>Number formation</li> <li>Matching</li> <li>Sorting</li> <li>Comparing amounts</li> <li>Compare size/mass/capacity</li> <li>Exploring patterns</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and the relationship to them; name and describe people who are familiar to them.</li> <li>Begin to develop a sense of continuity and change by being able to compare characters from stories.</li> <li>Learn about themselves and special things in their own lives.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Develop storylines in their pretend play.</li> </ul>

The areas we might investigate:				
Sharing their likes and dislikes and favourite things What makes them similar and different	Learning about emotions and ways we can deal with them	The five senses and identifying body parts	Important people in my life and my family	Where do you live?

Stories we may focus on: Colour Monster, Worry Monster, Owl Babies, Funnybones, Rosie's Walk, The Little Red Hen, A Bucket of Happiness