

Reception Autumn 2 2024

The Theme of Investigation (TOI) is: **Journeys and Discoveries**

We will investigate the CONCEPT of: **Exploration and adventures help us learn about the world.**

Following Childrens' Interests

In Reception we follow the school-wide Theme of Investigation. In addition to this, we observe the children closely, taking note of their interests and developmental level and plan accordingly, working with the children to move their own learning and development forward.

All learning here is a guide as to the skills we hope children will develop throughout their Reception year. However, all learning is personalised to each individual child and all children will develop these skills in their own time and at their own personal level.

Celebrations and Festivals

We are a diverse school with children from many different cultures and religions and this is something we ensure we celebrate. If ever you have a celebration special to your family that you would like to support us with, please speak to Mrs Turner who would welcome your input.

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: Lots of talking, asking and answering questions - 'Where can we find the answer to that question?'

MATHS: Playing board games, anything that uses dice and card games. Counting forwards and backwards, spotting numbers out and about – how is that number made? Keep the art of noticing going – I can see 3 brown leaves, and 3 orange leaves, what can you see?

LITERACY: Continue to share storybooks together. Talk about the illustrations and what is happening in the story. Read their school book / flashcards. Can they help to 'write' the shopping list/draw their own story that they can label (with initial sounds or words)? Orally tell their own stories.

UTW: Go on walks together and talk about what you can see in the world around you - what changes are taking place? Talk about the regular journeys you take, what can they spot on your journeys? What do they remember passing when they walk to and from places? What are the important things they remember about where they live/where they have been?

PD: Ask your child to practise yoga or meditation before bedtime to relax and prepare their eyes and body for a restful night sleep. Enjoy climbing and swinging on equipment at home or in the park. Play with playdough and practise scissor skills to build fine motor strength and to develop accuracy. Continue encouraging your child to get dressed and undressed independently.

EAD: Encourage your children to be creative and provide them with a range of media to do so. Autumn/Winter is a fantastic time to incorporate nature into your art - create leaf rubbings, create pictures using all the different natural items you can find - this can be transient art (moveable) done on a large scale outside.

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

Whilst children will be learning to read in their Reception year, it is important they still get time to listen to stories too, so ensure you continue with those lovely bedtime stories **every night**.

Once books come home, please try to encourage your child to read their book every day.

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

Continue using Fred Games to support development of oral blending and use flashcards to practise correct (pure) pronunciation of the sounds.

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"> ● Follow instructions involving several steps. ● Develop attentive listening skills in a range of situations. ● Understand and respond to spoken language in a variety of contexts ● Develop comprehension through questions and discussions – Understanding Why, What, Where, When, Who questions. ● Use language to express ideas, share experiences and engage in conversation. 	<ul style="list-style-type: none"> ● Form positive relationships with peers and adults. ● Develop emotional literacy and the ability to identify and talk about feelings. ● Develop independence and confidence in daily routines. ● Be accepting of differences. ● Manage behaviour and develop strategies for self-control. ● Develop problem-solving and conflict resolution skills. 	<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 and to look after their own clothes / belongings. ● Develop self-care skills by changing for PE lessons with more independence and confidence. 	
Literacy: (Reading and Writing)	Mathematics	Understanding the World (UTW)	Expressive Arts and Design (Inc Music and Drama) (EAD)
<ul style="list-style-type: none"> ● Listen and enjoy sharing and joining in with a wide range of books, poems and songs. ● Begin to be aware of the way stories are structured. ● To suggest how they think a story might end and be able to talk about the events and characters. ● Phonics – continue to develop knowledge of Set 1 sounds, blending, reading and writing words. ● Using letters to communicate meaning. ● Being able to write their own name and other labels. 	<ul style="list-style-type: none"> ● Recognise, represent and understand numbers up to 5. ● Understand and explore shapes and their properties. ● Understand the concept of time in everyday contexts. ● Exploring patterns. ● Handwriting to develop correct number formation. ● Subitising 1-5. ● Exploring spatial awareness and simple mapping. ● Exploring distance and comparison. ● Understanding patterns and sequences in nature. 	<ul style="list-style-type: none"> ● Asking questions about the places we live or of the natural world. ● Talking about the features of our own environments and how they may vary from one another. ● Talk about how their environments have changed over time (short changes – day-to-day e.g weather, Seasons and how the plants change). ● Understanding different environments and cultures. 	<ul style="list-style-type: none"> ● Learning the Nativity songs. ● Taking on a role in the school Nativity. ● 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. ● Listen to and explore music from around the world.

The areas we might investigate:				
<p>Week 1: Our Personal Journey How have we grown and changed?</p>	<p>Week 2: Journeys Around Our Local Community Explore journeys within their immediate environment—walking to school, visiting the park or going shopping.</p>	<p>Week 3: Discovering New Places Journeys beyond the local area, introducing the idea of exploring new places like beaches, mountains or even space.</p>	<p>Week 4: Journeys of Animals Look at how animals take journeys, such as migration or exploring habitats.</p>	<p>Week 5: Discovery and Exploration Talking about famous explorers.</p>

Stories we might read:				
<p><i>When I'm Big</i> by Debbi Gliori</p>	<p><i>Rosie's Walk</i> by Pat Hutchins <i>Maisy Goes to the Local Store</i> by Lucy Cousins</p>	<p><i>The Snail and the Whale</i> by Julia Donaldson <i>Whatever Next!</i> by Jill Murphy</p>	<p><i>We're Going on a Bear Hunt</i> by Michael Rosen <i>Amazing Animal Journeys: Fascinating facts about the migration of species across our planet</i> by Chris Packham</p>	<p><i>Lost and Found</i> by Oliver Jeffers <i>Amelia Earhart (3): Little People, Big Dreams</i> by Maria Isabel Sanchez Vegara</p>