

Autumn 2 Reception newsletter



We hope you had a lovely half term holiday!

Our topic this term is 'Hip Hip Hooray'. Attached are the learning intentions for Autumn 2, which are organised into the seven areas of learning and development.

PE

We will be starting PE sessions next week. Just to remind you that the children will wear pants and vest. However, if you would prefer your child to wear **shorts and t-shirt** please provide a labelled kit to be kept in school for the half term. No footwear is required. **Mrs Jones' PE lessons will be on a Tuesday and Miss Rowlands on a Thursday.**

Key dates

International Evening - Thursday 6th November

Thursday 4th December (10am) - Class trip to the Greenwich Theatre to watch Jack and the Beanstalk. If you are able to accompany us please let us know.

Halstow Christmas Celebration Evening - Tuesday 9th December

Reception Christmas 'sing a long' Concert. 2:30pm. Date TBC!

Autumn 2 2014 - Hip Hip Hooray!

Weeks 1 & 2 - Celebration of light Week 3 - The Jolly Postman Week 4 - Birthdays Week 5 - Why is Christmas celebrated? Week 6 & 7 - Let's party!

Below are our learning intentions for Autumn 2. Please note that plans may change in the interest of the children's learning. Self-selection activities are available throughout the day.

<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Communication & Language</u>
<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> • To be able to initiate conversations, attend to and take account of what others say. • To be able to initiate play, offering cues to peers to join them. • To take steps to resolve conflicts with other children, e.g. finding a compromise. <p><u>Self-confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • To be confident to talk to other children when playing, and communicate freely about own home and community. • Enjoys responsibility of carrying out small tasks. • To be confident to speak to others about own needs, wants, interests and opinions. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • To begin to accept the needs of others and can take turns and share resources, sometimes with support from others. • To usually adapt behaviour to different events, social situations and changes in routine. • To be aware of the boundaries set, and of behavioural expectations in the setting. 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • To be able to use simple tools to effect changes to materials. • To handle tools, objects, construction and malleable materials safely and with increasing control. • Begins to form recognisable letters. <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> • To show understanding of how to transport and store equipment safely. • To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. • To talk about and describe the changes that happen to our bodies when warming up and cooling down. • To practice some appropriate safety measures without direct supervision. 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> • To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. • To be able to follow directions (if not intently focused on own choice of activity). • To be able to maintain attention, concentrate and sit quietly during appropriate activity. <p><u>Understanding</u></p> <ul style="list-style-type: none"> • To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • To begin to understand 'why' and 'how' questions. • To be able to listen and respond to ideas expressed by others in conversation or discussion. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • To begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • To question why things happen and give explanations. Asks e.g. <i>who, what, when, how</i>. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use language to imagine and recreate roles and experiences in play situations.

<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding of the World</u>	<u>Expressive Arts and Design</u>
<p><u>Reading</u></p> <ul style="list-style-type: none"> To begin to be aware of the way stories are structured. To be able to segment the sounds in simple words and blend them together and knows which letters represent some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To enjoy an increasing range of books. <p><u>Writing</u></p> <ul style="list-style-type: none"> To ascribe meanings to marks that they see in different places. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. <p><u>Phonics</u></p> <ul style="list-style-type: none"> To hear and recognise some sounds in words. To begin to orally blend and sound out words To begin to use phonic knowledge to read and make word. To read tricky words 	<p><u>Number</u></p> <ul style="list-style-type: none"> To sometimes match numeral and quantity correctly. To select the correct numeral to represent 1 to 5, then 1 to 10 objects. To find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> To use positional language. To describe their relative position such as 'behind' or 'next to'. To order two items by weight or capacity. To use familiar objects and common shapes to create and recreate patterns and build models. 	<p><u>People and communities</u></p> <ul style="list-style-type: none"> To be able to remember and talks about significant events in their own experience. To be able to recognise and describe special times or events for family or friends. To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>To enjoy joining in with family customs and routines.</p> <p><u>The World</u></p> <ul style="list-style-type: none"> To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. To be able to look closely at similarities, differences, patterns and change. To be able to talk about why things happen and how things work. <p><u>Technology</u></p> <ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. To know that information can be retrieved from computers. To be able to use ICT hardware to interact with age-appropriate computer software. 	<p><u>Exploring and using media and materials</u></p> <ul style="list-style-type: none"> To begin to build a repertoire of songs and dances. To explore the different sounds of instruments. Understands that different media can be combined to create new effects. To be able to construct with a purpose in mind, using a variety of resources. To be able to manipulate materials to achieve a planned effect. To explore what happens when they mix colours <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> To be able to engage in imaginative role-play based on own first-hand experiences. To be able to use available resources to create props to support role-play. To choose particular colours to use for a purpose. To be able to create simple representations of events, people and objects. To be able to play alongside other children who are engaged in the same theme. To be able to introduce a storyline or narrative into their play.

Ideas for Home Learning

Please record some of the home learning in your child's 'My Home, My School, My Journey' booklet.

Celebration of Light (Weeks 1 & 2)	The Jolly Postman (Week 3) Birthdays (Week 4)	Why is Christmas celebrated (Week 5) Let's Party! (Week 6 & 7)
<p>Some things for your child to practise/learn at home:</p> <ul style="list-style-type: none"> • What 'cheeky' words do you know? Practice the words sent home in the blue contact books. • What sounds have we learnt so far? Can you use these sounds to create a word? • What does this sign (+) mean? Can you add two groups of objects? Can you count them to find the total? • During which celebrations do we see fireworks? (Diwali / Bonfire night.) Have you seen a fireworks display? Where / what was it for? What sounds did they make? 	<p>Some things for your child to practise/learn at home:</p> <ul style="list-style-type: none"> • What celebrations do you know? What do you celebrate and how do you celebrate it? • Can you make an invitation for a celebration? What words can you write? • Can you weigh two items? Which one is the heaviest? How do you know? • What are the months of the year? How many are there? • In what month is your birthday? What date is it? How do you celebrate your birthday? • How can we give directions? (Practice prepositions; on, in, under, next to.) 	<p>Some things for your child to practise/learn at home:</p> <ul style="list-style-type: none"> • What is the Christmas story? Who celebrates Christmas? How is it celebrated? • What celebrations do you know? What do you celebrate and how do you celebrate it? • What does this sign (-) mean? What happens when we take away? • What would be your Christmas wish? • What other celebrations happen in December? Who celebrates them?