

Literacy

- Consolidate Phase 1 phonic knowledge; focusing on alliteration, rhyming and environmental sounds.
- Mark making opportunities, practicing name writing and letter formation.
- To create labels using initial sounds to describe pictures, drawings etc.
- To begin learning phase 2 sounds: Phase 2- s,a,t,p,i,n,m,d,g,o,c,k, (l), use phonics games and activities to support previous/new sounds learnt during daily phonics sessions.
- Encourage reading of CVC and CVCC words by blending sounds together.
- Gross and fine motor skills through dough disco, name writing and 'funky fingers' activities. Use tools such as tweezers, scissors, pencils,

Communication and Language

- Settling in activities; introduction of new children and new friends.
- Rhyming and alliteration activities to help children remember other children's names.
- Listen and join in with a range of (familiar) stories.
- Develop listening and attention skills during carpet time, busy time and story time.
- Opportunities for roleplay that is child initiated as well as adult modelled.
- To sequence stories and follow stories without pictures.
- Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"

Expressive Arts and Design

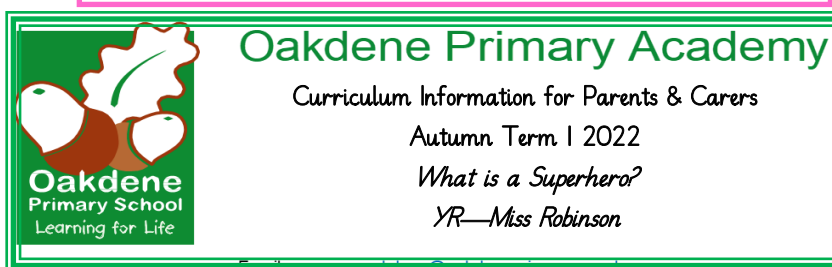
- Learn and sign new nursery rhymes.
- Go on sound hunts, exploring environmental sounds.
- Make self-portraits in various mediums – loose parts, pencil, paint, playdough.
- Learn about colour, including mixing and completing activities to practice the skill.
- Learn about our Key Designer and Artists; what they created/were known for. Representing designs using our own ideas.
- Superhero Headquarters—using as an opportunity to create storylines and scenarios during play.

Mathematics

- Learn and explore about a new number each week; exploring how it can be represented using fingers, manipulatives etc in different ways.
- Recognise numbers 1-5 and spot numbers of personal significance (birthdays/ages, house number etc, Hi'5').
- Counting rhymes and songs; using songs which discusses 1 more, 1 less (taking away).
- Matching equal and unequal sets
- Comparing objects and sets; which has the most? Which has the least? Can we make them the same? How many are there together?
- Subtising; recognising an amount without needing to count—a line of 3 dots being '3', a 'hi5' representing '5', a pair of socks representing '2'.
- 2D Shapes—combine shapes to make new ones, select shapes for appropriate tasks (triangular prism for roof), talk about the features of shapes such as round and tall.

Personal, Social and Emotional Development

- Introduction to and experience new areas such as classroom, The Orchard Area, outdoor, dining hall (dinner), new toilets. Understand expectations and behaviours in these areas.
- Develop our class charter; understanding what it is, what represents and how we all play a part in the charter (teachers, children etc).
- Settle into new routines in Reception; busy time, outdoor time, dinner time, Forest Friday.
- Opportunities to build relationships—both with old and new friends/children joining Reception.
- Begin to understand how to control feelings and emotions and apply own personal strategies to return to calm.
- Begin to understand that their friends/peers may be feeling a different emotion to themselves and be sensitive to this (upset, crying, feeling angry etc).



Recommended Reads

- Nat Fantastic by Giles Andreae
- IO Little Superheroes by Mike Brownlow
- There's a Superhero in your book! By Tom Fletcher
- Supertato by Sue Hendra
- Busy People Books (Collection); police officer, librarian, astronaut,
- Real Superheroes by Julia Seal

Personal Development

- Respectful Relationships
- Physical Health & Healthy Eating
- Being Safe
- Basic First Aid

Key Dates:

- * Diwali (24th October)
- * Black History Month (October)
- * Universal Children's Day (20th Nov)
- * Guy Fawkes Night (Saturday 5th November)
- * Superhero Day! (Friday 21st October)
- * Nursery Rhyme Week (14th—18th November)

Learning Outside the Classroom

- Follow rules and boundaries
- Promote free exploration
- Understand things can be 'tied' together
- Role Play Fire using indoor and outdoor role play

Physical Development

- Work on gross and fine motor skills through dough disco, handwriting and funky fingers.
- Be encouraged and modelled how to take safe risks.
- Learn about keeping healthy and how some foods can be healthy, unhealthy and a bit of both, sorting items of food into healthy/unhealthy.
- Develop and hold pencil/paint brush beyond whole hand grasp
- Join in and play cooperation games i.e. parachute games
- Use the climbing and outdoor equipment to develop balancing and gross motor control.
- Experiment and explore different ways of moving to be explored
- Encourage children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.
- Be encouraged to try a range of snack, including fruit and vegetables.
- Continue to practise dressing and undressing independently.
- Mighty Warriors (Yoga weekly sessions) Develop overall body strength, co-ordination, balance and agility.

Understanding the World

- Use talk sessions to talk about themselves and learn about similarities and differences as well as our home lives.
- Opportunities to promote discussion about home / themselves.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Meet the school community and see relevant parts of school (hall, outside, toilets)
- Explore taking photos of their friends / themselves on the iPads.
- Use ICT to capture images.
- Superhero Headquarters for roleplay area.
- Read Michael Recycle and learn about recycling. How can we help the environment?
- Listen to the story of Jesus calming the storm (Matthew 8) and how we can incorporate this message into our own lives. Emotions/feelings—who is in your boat to help you be calm?
- Introduction to 'Forest Friday' – rules, routines, exploration whilst discovering the natural world (see, hear & feel).