

Communication and Language

- Beginning to understand *why* and *how* questions
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*
- Talks more extensively about things that are of particular importance to them
- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity

Personal, Social and Emotional Development

- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.
- Has a clear idea about what they want to do in their play and how they want to go about it
- Is aware of behavioural expectations and sensitive to ideas of justice and fairness
- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met

Physical Development

- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Begins to form letters and letter like shapes with support.
- Shows understanding of how to transport and store equipment safely

Understanding the world

- Looks closely at similarities, differences, patterns and change in nature – particularly looking at the changes from Autumn through to winter.
- Talks about why things happen and how things work

Reception Half Term Overview Autumn 2

Topic:
Autumn, Space and Christmas

Expressive Arts and Design

- Begins to build a collection of songs and dances
- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Creates representations of both imaginary and real-life ideas, events, people and objects

Literacy

- Describes main story settings, events and principal characters in increasing detail
- Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example
- Reads all single letter sounds of Set 1 (see sound mat)
- To be able to Fred talk/Blend words together orally.
- Continues a rhyming string and identifies alliteration
- Hears, says and writes the initial sound in words
- Begins to read and write CVC words (3 letter words), e.g. cat, hop, pig, ten

Mathematics

- Begin to recognise numerals 0 to 5
- Subitises one, two and three objects (without counting)
Links numerals with amounts up to 5 and maybe beyond
- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers
- Beginning to recognise that each counting number is one more than the one before
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
- Predicts, moves and rotates objects to fit the space or create the shape they would like
- Responds to and uses language of position and direction

Homework

From this Term, children will be grouped to support their emerging needs. Please check your child's homework book and reading record for their homework and check Tapestry for the Read Write Inc (RWI) homework videos. It would really benefit your child if you recap the sounds learnt so far using the flash cards every day.

We also ask that you read to your child each night to promote a love of reading. Please write a comment in their reading record. Your child should be able to read their Phonics book with some support but is not expected to read the story book.

Polite reminders

PE is on a Friday. Please can all children come to school dressed ready for PE.

Please can all clothes and personal items be clearly labelled with your child's name.

Ways to help your child

Encourage your child to be as independent as possible this includes:

- Dressing and undressing
- Toileting
- Opening their own wrappers
- Cutting up their own food
- Tidying away

Talk to your child as much as possible to model good language. Think out loud so your child understands the thought processes you have. This will help your child's resilience, perseverance and language skills.

Talk through big emotions. Talk about what emotion your child is feeling, why they might be feeling that way and how you can work together to overcome it. This will help your child eventually regulate their own emotions.



Useful information

Diary Dates & Learn Together sessions

22nd November – 9am

- Learn together session

Look out for dates for the Christmas Nativity!

Useful websites

Foundation Years Trust:

<https://www.foundationyearstrust.org.uk/>

Family Toolbox:

<https://familytoolbox.co.uk/>

Phonics – information for parents:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Maths:

<https://whiteroseeducation.com/parent-pupil-resources/maths>