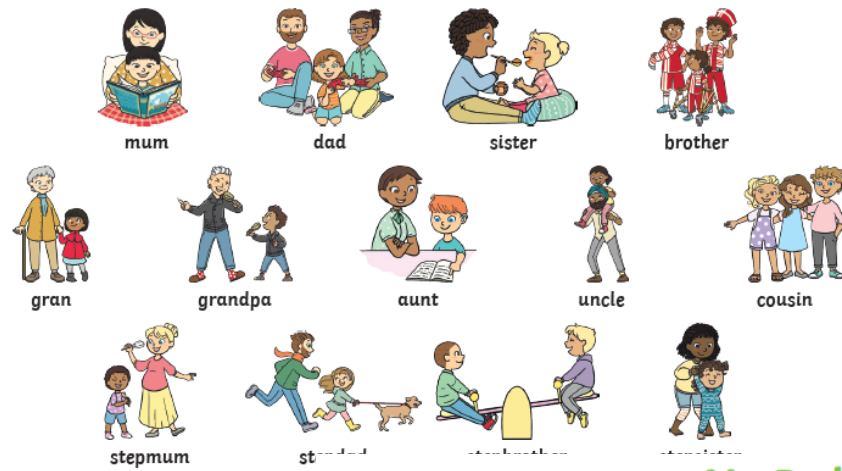


Family



My Body



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KEY VOCABULARY

UNDERSTANDING OF WORLD

We will be talking about our families, who is special to us, sharing our 'family books', drawing pictures of our families and learning to draw a self portrait. We will also begin talking about how we have changed, "When I was a baby".



HOW TO HELP AT HOME?

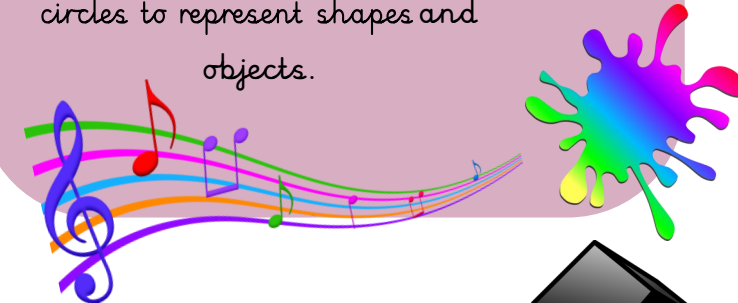
Talk about who lives in your house, where they live, who is in their family.

Enjoy singing songs and dancing to their favourite songs. Encourage them to think about what colour they are using if and when they do some colouring in.

EXPRESSIVE ARTS AND DESIGN

We will be doing lots of singing and action songs each week and opportunities in the provision too.

We will be painting and drawing lots too, we will be thinking about using the colours for a purpose and specific tools for using lines and circles to represent shapes and objects.



LITERACY

Reading

- We will be learning to recognise and recall our single letters.
- We will read the individual letters by saying the sounds for them
- We will secure the ability to blend orally and listen carefully for the initial sounds in words and more.

Writing

- We will be working on pencil grip, secure writing our name, give meaning to our marks and symbols and write the correct letter to the initial sounds we can hear.

HOW TO HELP AT HOME?

Repeat the letter rhymes at home on ANYTHING—in foam, chalk on the floor, felt tips, finger on the carpet etc. the size does not matter at the moment it is the formation which is KEY!

Talk like a robot to your child e.g can you get your c-o-a-t. this is encouraging them to listen carefully to tune.

MATHS

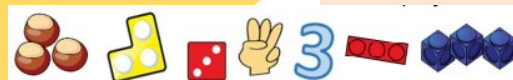
Working with numbers up to 5:

- Counting objects, actions and sounds
- Linking numeral with quantity
- Recognising more and less
- Subitise up to 5

Recognise, continue and create repeated patterns

Explore and compare weight, capacity and length using vocabulary such as—heavier, lighter, longer, shorter, full, fill, empty

Subitising: is the rapid, accurate and confident judgement of numbers (up to 5)



HOW TO HELP AT HOME?

- Play dice games
- Make lots of 1,2,3,4, or 5 in different ways i.e. 4 pens, 4 pegs, 4 leaves etc
- At bath time have different containers to explore and use vocab such as—fill, empty, half fill, more, less



RHYMES AND SONGS

The skeleton dance
Heads, shoulders, knees and toes
The getting ready song
When I grow up (twinkle twinkle)



HANDWRITING

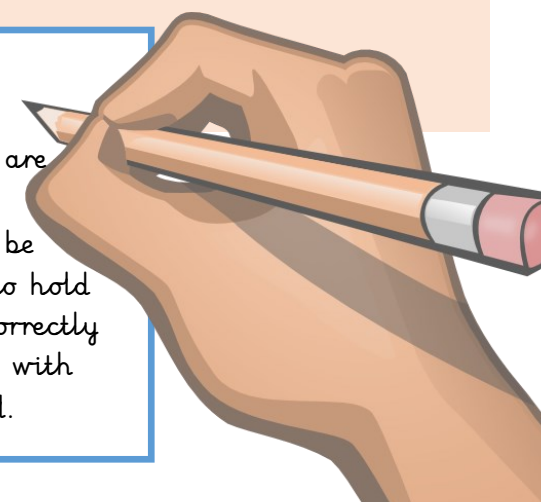
We will begin to form letters that we are learning in our phonic lessons.

How to hold a pencil.



Easy for kids!

We will be practising to hold our pencil correctly and use it with control.



RECEPTION AUTUMN 1

KNOWLEDGE ORGANISER - TOPIC – THIS IS ME!

CFLP AUTUMN PROGRESSION TAKEN FROM DEVELOPMENT MATTERS

COMMUNICATION & LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPLORING MEDIA AND MATERIALS
<p>Engage in story times.</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Develop social phrases. Learn new vocabulary and use new vocabulary through the day. Learn rhymes, poems and songs. Describe events in some detail. 	<p>Build constructive and respectful relationships.</p> <ul style="list-style-type: none"> Manage their own needs. 	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking skipping, jumping, climbing</p> <ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. 	<p>Counts objects, actions and sounds.</p> <p>Link numeral with its cardinal number value.</p> <ul style="list-style-type: none"> Subitise Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compare lengths, weight and capacity Continue, copy and compare patterns 	<p>Explore the natural world around them.</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Name and describe people who are familiar to them. Talk about members of their immediate family and community. 	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> Develop storylines in their pretend play



Read Ruby's Worry too - good talking point for starting school.

Talk about likes and dislikes. What do you enjoy and why?

Circle time and get to know you activities!



Learn key vocabulary for body parts and our skeleton and muscles.

How do we look after our bodies? Importance of exercise and sleep.

Learn new movements such as hopping, Skipping, jumping,



Healthy eating- why is it important? What foods are healthy and why?

Names of different Fruit and vegetables. Fruit tasting. Growing foods/ where do different foods come from?



Learn key vocabulary for our mouths. Why is it important to look after our teeth? How do we brush our teeth?

Take home a toothbrush, toothpaste



Self regulation and self importance. What makes you special? What are your talents? You can be whatever you want to be. When I grow up...

