

I wonder why stories are told?

Reception's Topic Leaflet Autumn 2 2022

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Some of the texts we will share through this topic
Diary Dates for this half-term:



Autumn 2 Learning 2022

Welcome back to **St Mary's CE EYFS** class. We are so excited for the learning that will be happening this half term!

Every half term our topic start with an enquiry question as shown on the opposite page—'**I wonder why stories are told?**' We purposely keep these enquiry questions board so the children can have some ownership of the direction in which their learning moves.

Our topic leaflets will highlight the adult led learning being delivered in class and an advice section for you to show how you will be able to support their learning at home.

Primarily, this topic focuses on the children development of communication, how they grow their vocabulary bank of storytelling words, building their confidence to perform and how they can learn to deal with the their emotions. This half term is heavily weighted towards **Communication and Language, Personal, Social, Emotional Development** and **Expressive Arts and Design**.

Below I have noted the core knowledge and skills that we will be working on, but please do not worry, all children will be challenged at their own developmentally appropriate levels.

Core knowledge.

We know that some Hindu people in our community celebrate Diwali.
We can tell you about the celebration of Diwali.
We know that Christians celebrate Christmas and why .
We are building a bank of exciting vocabulary that we can share with you.
We can recognise changes in our seasons.
We know people who can help us.

Key Skills

We can hold a pencil in a tripod grip
We can hold scissors with our thumb up and make short snips
We can take off our own jumpers/shoes/socks and put them back on with out any help
We can put on our own coats and do up our own zip (although someone may need to start it off)
We can wash our own hands after the toilet and before we eat
We can ask for help if we need it and know that someone will help.

Provocations:

We will be learning to explore our school site and surrounding areas to develop our understanding, skills and knowledge.

Enriching enhancements to our children:

We will be exploring the local area, visits to the library, Fire Station, cookery sessions, Farm School Learning (a change this half term from Forest School), experience and perform a Nativity Play, visit the Church to name but a few.

Our curriculum product will be:

Children who will be confident to perform a play in front of a crowd and talk about their learning experiences to others.

Vocabulary Development

Enriching and widening vocabulary, within the context of understanding the world, happens daily in our EYFS. It is carefully planned.

Having a large vocabulary helps our children learn more. Words allow them to make sense of the world around them. By the age of 5, the expectation is they will have 10,000 at their disposal!

Communication and language is an EYFS prime area which means that it's one of the important building blocks for all the other areas. If it's not developed early it's difficult to achieve later.

Children's language skills are connected to their overall development and can predict their educational success. As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing.

On the next page I have added the vocabulary (tier two) that you could reinforce at home with your child. The more often they hear these words, greater the chances of them recalling and using them themselves.

Feeding Forward Meetings and Building Strong Relationships

It has been so great to meet some of you already and talk about your child's learning journey, so far to date, and set small target for both the school and for you to work on with your child at home.

As a parent, you know your child better than anyone else and as your child's teacher I want to get to know your child well, as well.

Therefore, after the initial settling in period, we invite you in for short meetings regarding your child. These meetings will happen every half term. It is an opportunity for you to share the exciting developments that you see and we will share their learning with you, and talk about your child's next steps.

We hope you are able to make these meetings as the close working relationship has a real positive impact on their learning.

Reading with your child.

Supporting your child with reading

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home.

There are two types of reading book that your child will bring home on a weekly basis:

A reading practice book. This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

A sharing book. Your child will not be able to read this on their own. These books are for you both to read and enjoy together.

Reading practice book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Sharing book x 2

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing books are books they have chosen for you to enjoy together.

Please remember that you shouldn't expect your child to read this alone. Read it to or with them.

Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Phonics and how we use this to read and write this term.

This half term we will continue to learn new phonemes (4 each week) as well as tricky words. To date, the children can read tricky words is, I and the, but this half term we will learn to read by sight— put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">words with s /s/ added at the end (hats sits)words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

This half term we work on our **blending** of cvc (consonant, vowel, consonant) words using the phonemes we have been taught like, bed/cat/red/hat and sentences like a red hat/a bell in the bed.

We will also be working hard with the children to do the opposite of blending, **segmenting**. This is the skill that helps us to write words. We use our segmenting fingers to help us recognise how many phonemes there are in a word. For example if we want the children to write the word red, they need to segment the word first r.....e.....d and at this point the children will be holding 3 fingers up. We repeat this a few times so the children can really hold the phonemes in their head to enable them to write the word.

If you need further advice on this, you can either ask me, or log onto the Little Wandle Website where they have a parent section. The parent section has models of how the phonemes are pronounced as well as other helpful video examples. I hope you find this helpful.

Mathematics with your child.

We want our reception children to have a can-do attitude and embrace maths challenges with a smile. All of the lessons I plan focus on three concepts that help children work towards mastery.

Problem Solving

Through problem solving lessons and activities, we encourage children to use their mathematical skills and understanding to solve problems that are unfamiliar to them in a playful context.

Reasoning

Maths reasoning tasks get children thinking about number problems logically so they can reach conclusions, find solutions and decide which methods to use and why

Fluency

Fluency tasks help children strengthen their foundational knowledge. They have opportunities to practise applying their skills and understanding to different number problems with varying contexts and levels of complexity, while independently choosing the method they use to tackle number problems successfully. Fluency brings together problem-solving and reasoning

This half term the children will be working on seeing the relationship in numbers up to 5. Being able to see relationships in number is really important for later number bond knowledge. We will be building the children knowledge of how to subitise (seeing how many without counting like dots on a dice but also in a random pattern, as well) This in turn helps number bonds—seeing a 5 on a dice—I notice a dot in each corner = 4 and then I see one in the middle 4 and 1 more is 5.

We will be ensuring the children have secured the skill of **cardinality** of a number. This refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. **Counting** is one way of establishing how many things are in a group, because the last number you say tells you how many there are. Children enjoy learning the **sequence of counting numbers** long before they understand the cardinal values of the numbers. **Subitising** is another way of recognising how many there are, without counting

We will be working on achieving **Number certificates** on our Friday assemblies and I will be sending home What do you notice sheets for the children to practise with you (there will be guides on what type of questions to ask to generate the mathematical language we are looking to develop.

**As our An Baya school strapline says:
Together we can make a difference!**

And I truly believe this

