

I wonder how things can change?

Reception's Topic Leaflet Autumn 1 2022

Autumn 1 2022 Reception Topic Leaflet



Some of the texts we will share through this topic

Diary Dates for this half-term:

September 4th & 5th Inset days

September 6th—8th Staggered start

collection of all children at 1.00-1.15pm

September 11th—Children start full time

September 13th—Roald Dahl Day

Harvest Festival

October 6th—National Poetry day

October 24th—28th Half term

October 31st—Return to school

December 16th—End of Autumn Term



Autumn 1 Learning 2022

Welcome to St Mary's CE EYFS class. We are so excited that you have chosen us and cannot wait to get to know you all so much better!

Every half term our topic start with an enquiry question as shown on the opposite page—'**I wonder how things change?**' 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, how they grow, their personal changes and how they can learn to deal with the changes. This half term is heavily weighted towards **Personal, Social, Emotional Development and Understanding the World**.

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 are all the same, yet different.
We know how we fit into our local world.
We know we have choices and that these can lead to different consequences.
We know that there are routines and expectations in school.
We can recognise changes in what we can do now with what we could do before.
We know our main body part names.
We can identify emotions—happy, sad, frustrated, excited.
We know how to care for our learning environment.

Key Skills

We can unpack our belongings.
We can follow familiar routines and expectations.
We can identify our friends.
We can ask to join in/ or ask others to join us in play.
We can share resources.
We can ask for help.
We can express our basic needs (food, water, toileting, hurt).
We can observe differences in ourselves.
We can co-regulate with a range of strategies.
We can find items in our learning environment.
We can draw a representation of ourselves.

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, outdoor learning, experience a Harvest Festival, to name but a few.

Our curriculum product will be:

Children who will be confident to talk about themselves, their friends and the local area, using primary and secondary resources.

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.

Below I have added some of the vocabulary that we will be planning to use with the children:

Tier one level—(already existing vocab that we revise in class)

head, shoulders, knees, toes, nose, ears, mouth, hands, feet, thumb, finger, please, circle, on, off, in, months of the year, first, next.

Tier two level—(words that do not readily get used in normal day to day contexts)

similar - when things share many of the same features/ characteristics, when things are almost the same

different - when things are not similar, things look/appear/sound unlike each other, things are not the same

respect - when you care enough to think about how you may impact others

tolerance - when you accept others who are different to yourself

inclusive - when you make sure everyone can join in and participate fully

diversity - when there are differences and these are celebrated

unique - something that is one of a kind, not like anything else
excited
frustrated
learn
change

Feeding Forward Meetings and Building Strong Relationships

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.