
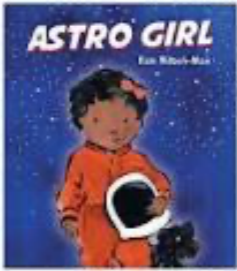
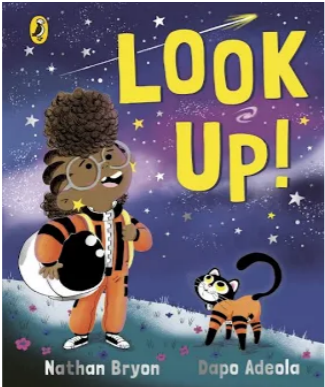


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| <p>Literacy We will be basing our work on the stories of Ning and the Night Spirits, Super Milly and the Super School Day. Our focus will be Rhythm and rhyme Writing for meaning & purpose – invitations, letters, notes, badges</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read and understand simple sentences. Read some common irregular words. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read. Use some of their print and letter knowledge in their early writing. Write some letters accurately. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p> <p>Phonics Children will have daily phonics sessions. Reception children will learn to hear, say and blend sounds in words and to recognise words by sight. They will consolidate phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, u, r, h, b, f, l and tricky words is, I, the and learn ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s added at the end, ch, sh, th, ng, kn and new tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be. Nursery children will discriminate between sounds, listen out for alliteration, and rhyme and then begin to develop hearing and saying the initial sounds in words. All children will learn how to listen carefully to stories and poems and be encouraged to talk about their ideas, thoughts, and feelings.</p> | <p>Mathematics- Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts • Make comparisons between objects relating to size, length, weight and capacity. • Develop positional language • Name and describe 2-D and 3-D shapes • Select, rotate and manipulate shapes to develop spatial reasoning skills. | <p>Expressive Arts & Design Make sculptures with playdough and salt dough- , 3-D shapes, tealight holders, Divas, astronauts, stars, planets, moon Make air powered rockets using a pump or a straw or a balloon Children can use leaves to make prints and rubbings. Encourage the children to engage in the text by playing alongside them and extending their play. Provide them with resources which they can build their play around. Provide the children with resources to make paintings/puppets. Allow children to experiment with colour mixing</p> <p>Paint a firework/bonfire scene. Make large scale pictures outdoors using the floor and things found in the natural environment e.g. mud painting inside a stick photo frame. Create soundscapes to accompany each of the different scenes in the stories.</p> <p>N: Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Take part in simple pretend play, using an object to represent something else. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing Remember and sing entire songs</p> <p>R: Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching pitch and following melody. Develop storylines in their pretend play. Learn nursery rhymes, songs about animals. Christmas production- The Snowman Performance for Parents Kapow Music - Celebration music- Diwali, Hanukkah, Kwanzaa, Christmas. N: Remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape (moving, melody, such as up and down, down and up) of a familiar song. R: Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> |
| <p>Communication & Language</p> <p>The children will learn to listen to others during show and tell and storytelling and by joining in with rhymes and action songs Retell a simple past event in correct order Recreate stories in role play and small world play. They will talk about what they are doing and explain what is happening</p> <p>N: Listens to familiar stories with increasing attention and recall Question why things happen and give explanations (Asks e.g. who, what, when, how) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Builds up vocabulary that reflects the breadth of their experiences. R: Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity Uses language to imagine and recreate roles and experiences in play situations</p> |  <p>Overarching themes: Journeys, Space travel Jobs, Hopes & Dreams, Ambition</p> | <p>Physical Development PE Fundamental skills Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. Daily Busy Fingers activities to strengthen fingers Pencil control, name tracing, mark making. Brain break Jump Start Jonny, Wake Up Shake Up, Funky Monkey, Daily Mile, Sticky Kids, playground games, ride-on equipment, trim trail and climbing equipment time. Making bridges with planks, tyres etc... Establish regular routines for eating, drinking, washing and toileting so that children become familiar with the rhythm of the day. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Daily handwriting adult led sessions for reception to develop the foundations of a handwriting style which is fast, accurate and efficient. Handle equipment and tools effectively, including pencils for writing.</p> |

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| | <p style="text-align: center;">Astro Girl and Look Up! 2nd Half Autumn Term 2025</p> <p style="text-align: center;">Hook Making and launching model Rockets</p> | <p>Be increasingly independent as they get dressed and undressed, for example putting coats on and doing up zips. Continue to develop their movement, balancing, riding and ball skills.</p> |
| <div style="text-align: center;">  </div> <p>Astro Girl Storytime: Ken Wilson-Max reads 'Astro Girl' read by the author</p> <div style="text-align: center;">  </div> <p>Look Up! By Nathan Bryan Kids read aloud </p> <p>Role play</p> <p>In the classroom we will have a home corner to give the children a familiar setting in which to play at school.</p> <p>We will set up a rocket ship</p> | <p>Personal, Social & Emotional Development Children will be taught the classroom routines and rules and encouraged to share, take turns and play cooperatively. Children will be encouraged to continue to learn each other's names and form friendships</p> <p><u>Jigsaw Topic:</u> Celebrating Differences</p> <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making Friends • Standing up for yourself | <p>Understanding of the World</p> <p>The children will learn about famous astronauts eg Mae Jemison, compare different ways of travelling, match types of transport to different journeys</p> <p>Remembrance Day Understand the significance of the poppy, remember what has happened in the past</p> <p>Curiosity Corner Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day.</p> <p>Visit the forest area and learn to be nature's heroes themselves by learning to look after the natural environment and the creatures that live there. They will plant bulbs.</p> <p>They will notice the change of seasons and how the plants and weather changes. Record the season and the weather daily on the weather chart. Understand the effect of changing seasons on the natural world around them Recognise some environments that are different from the one in which they live eg the moon/other planets N: Show interest in different occupations R: Talk about members of their own community N: Begin to understand the need to respect and care for the natural environment and all living things. N: Talk about what they see, using a wide vocabulary. R: Describe what they see, hear and feel whilst outside. R: Understand the effect of changing seasons on the natural world around them.</p> <p><u>RE - Celebrations</u> Diwali, Hanukka, Christmas N: Continue developing positive attitudes about the differences between people.</p> <p>The children will play with and operate simple electronic equipment such as cameras, ipads and BeeBots. N: Knows how to operate simple equipment, e.g. turns on CD player, uses remote control, can navigate touch-capable technology with support. R: Uses ICT hardware to interact with age-appropriate computer software.</p> |