

Year R Autumn Term Learning



English:

We will be learning the set 1 speed sounds this term. Children will be taught to recognise them and write them. We will also be using these sounds to blend to read 2 and 3 letter words and segment to spell small words too. Children will also have lots of opportunities to write their name correctly. Our weekly writing will be linked to some wonderful stories such as Owl Babies and The Little Red Hen. The children will be writing labels and lists using the sounds we will be learning. Children will be learning some simple keywords which they will be bringing home along with a reading book.

Maths:

Our work in maths will initially focus on saying the number names in order to 10, and then 20, as well as number recognition to 10. Children will also learn effective strategies for counting a set of objects consistently and have lots of opportunities to have a go at forming numerals correctly too. We will be moving on to finding one more or one less than a number and adding small quantities using objects. Activities will be very practical to ensure children experience hands on learning and embed these skills and concepts. We will be naming and describing 2d shapes.

Topic:

Our first topic is 'All About Me'. Children will be learning about their senses and naming external parts of their own bodies such as shoulder and ankle. They will be sharing their interests with their peers and exploring families. As part of this we will be asking the children to 'Show and Tell' the 'homework' they completed over the summer so we can all learn about our new friends. Children will also be exploring the topic of 'Celebrations', learning about Harvest, Bonfire Night, Diwali and Christmas.

Other information:

PE will take place on Monday and Thursday each week. Children will need to have the correct sports kit in school every week for these sessions. As the weather turns colder, some warmer clothes would be advisable as PE will usually take place outside.

What to bring to school

- Children will need to bring a **book bag** to school **everyday**, along with their reading book, reading record and keywords. As these will be kept in children's drawers, it is helpful if the children have a book bag, rather than a rucksack.
- To ensure the children keep well hydrated throughout the day, please send them in with a bottle of water (not squash).
- The children will be spending a lot of time outside come rain or shine. Even if the weather looks warm, please send a coat as you never know when a shower will surprise us!
- Please ensure every item that comes to school has a name label.

We discourage children from bringing their own toys to school, as they quite often get lost or damaged.

How can I help:

Reading with your child is of huge benefit. ***Little and often is the best way.*** Please see the 'Reading at Home' section of the website for some useful tips. Please record any reading done at home in your child's reading record and send this to school in their book bag everyday. Children will also be coming home with the sounds we have learnt each week, so please reinforce these at home through playing games such as snap, bingo and hunts with them. Likewise, keywords will be sent home. These are high frequency words that need to be learnt by sight. Useful websites:

- <http://www.ictgames.com/resources.html>
- <https://www.topmarks.co.uk/maths-games/5-7-years/counting>
- <https://www.phonicsplay.co.uk/Phase1Menu.htm>



Literacy—Reading

Autumn: Learning set 1 sounds and reading CVC . Introduction to CCVC/ CVCC words. Introducing key words.

Spring: Learning set 2 sounds and reading CCVC, CVCC words. Beginning to read 5 letter words such as crisp. Reading simple sentences. Learning more key words. Looking at words that rhyme.

Summer: Reading multisyllabic words. Reading comprehension. Comfortable with set 1 and set 2 sounds.

Early Learning Goals

Comprehension—Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading—Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with

Literacy—Writing

Autumn—Name writing, mark making, letter formation. Writing CVC words and an introduction to CCVC/CVCC words. Beginning to write labels, captions and lists.

Spring— Spelling CCVC, CVCC words and beginning to spell words with 5 sounds such as spend. Writing words with set 2 sounds. Simple sentence writing. Begin to spell simple key-words.

Summer—Writing a series of sentences to create a story. Comfortably using set 1 and 2 sounds in their writing. Spelling keywords.

Early Learning Goal

Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Physical Development

Autumn: Fine motor pencil control. Moving confidently in different ways.

Spring: Independence in getting changed and self care. Using bats and balls.

Summer: Increased spatial awareness when using classroom and outside equipment. How do we keep healthy?

Communication and Language

Autumn: Talking for a purpose about myself. Listening and responding to stories.

Spring: Telling familiar stories in our own words. Learning new and topic related vocabulary. Taking turns in conversation.

Summer: Innovation with familiar and new stories. Showing awareness of the listener.

Understanding of the World—Past and Present

Autumn: Describing our family. The Story of Guy Fawkes.

Spring: Dinosaurs. How boats have changed over time.

Summer: How have I grown and changed. Occupations and aspirations

Understanding of the World—The Natural World

Autumn: Getting to know our school environment. Our bodies and the senses.

Spring: Exploring materials. Fact finding about living things. Exploring habitats and features of living things. Learning about life cycles and Signs of spring.

Summer: Identifying natural and manmade objects. Looking at signs of summer.

Understanding of the World—People, Culture and Communities

Autumn: Harvest, Bonfire night, Diwali, Christmas. Understanding people have different beliefs and customs.

Spring: Chinese New Year, Shrove Tuesday, Easter.

Summer: Identify things on a simple map. Identifying features of the local environment and comparing it to another place.

Maths

Autumn: Counting and recognising numerals 1-10. Using and understanding the language of 'more' and 'fewer'. Finding one more/one less than a number to 10 (and then 20). Adding and subtracting with objects. Describing and naming 2D shapes. Subitising to 6.

Spring: Adding and subtracting with objects and recording using a number sentence. Finding pairs of numbers that make 6,7,8 and learning some number facts. Reading, writing and ordering teen numbers. Identifying odd and even numbers. Identifying coins up to 10p and beginning to add two coins. Naming and describing 3d shapes. Measuring length and weight.

Summer: Applying addition and subtraction in simple number sentences. Identifying pairs of numbers up to 10. Knowing some number facts including doubles and halves. Using mathematical language related to money. Counting in 2s and 10s. Language related to capacity.

Early Learning Goals

Number—Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns—Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

PSED

Autumn: Being Me. Celebrating Unity.

Spring: Dreams and Goals.

Summer: Relationships. Changing Me.

Expressive Arts and Design

Autumn: Build a repertoire of dance and action songs. Pencil drawing and painting self portraits. Using clay to make an owl. Exploring instruments. Christmas Nativity.

Spring: Colour mixing. Using different media to create an image. Responding to music through dance.

Summer: Making models. Collage. Keeping to a beat. Summer performance.

Recommended Reads for Reception at Bishop Road



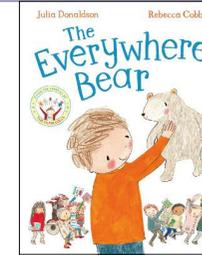
Amazing
Steve Antony



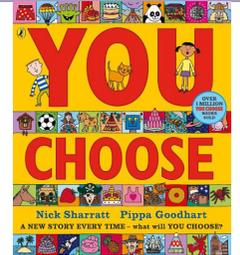
I Like Bees, I Don't Like Honey
Sam Bishop



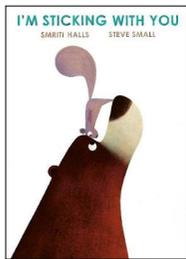
Hello Friend!
Rebecca Cobb



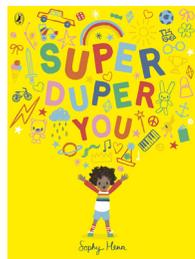
The Everywhere Bear
Julia Donaldson



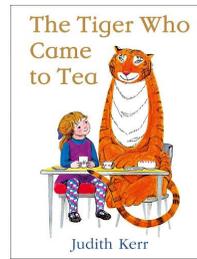
You Choose
Pippa Goodhart



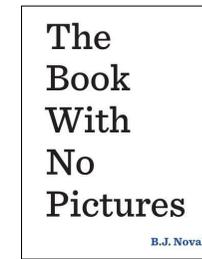
I'm Sticking With You
Smriti Halls



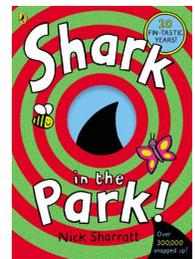
Super Duper You
Sophy Henn



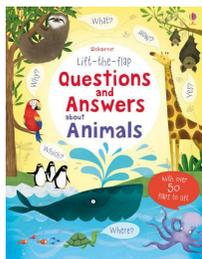
The Tiger Who Came to Tea
Judith Kerr



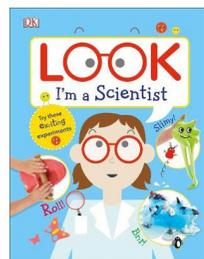
The Book with No Pictures
B. J. Novak



Shark in the Park
Nick Sharratt



Questions and Answers about Animals
Katie Davnes



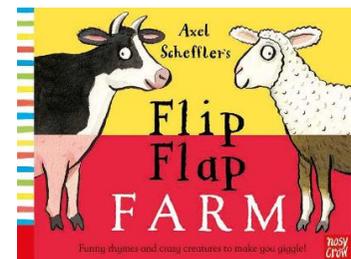
Look I'm a Scientist
DK



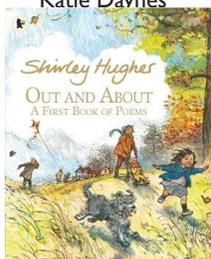
Big Picture Book of London
Rob Lloyd Jones



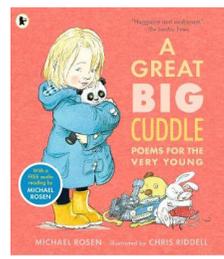
Alphabet of Alphabets
Allan Sanders



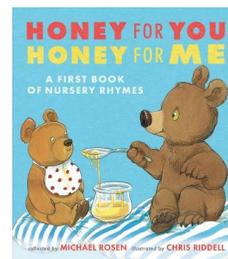
Flip Flap Farm
Axel Scheffler



Out and About
Shirley Hughes



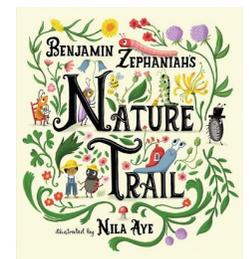
A Great Big Cuddle
Michael Rosen



Honey For You, Honey For Me
Michael Rosen



Poems Out Loud!
Various Poets



Nature Trail
Benjamin Zephaniah

FICTION

NON - FICTION

POETRY