

Communication, Language and Literacy

For this half-term in Literacy we are studying the book, *The Three Little Pigs*. The children will discuss in detail the characters, setting and predict what they think might happen within the story. Once the story has been read to them, the children will share their thoughts on what happened and if their predictions were correct.

The children will continue their journey of correctly writing their lower-case letters and will begin to use these letters in simple CVC words.

During our Literacy lessons, children are given the opportunity to and encouraged to share ideas and ask questions about taught stories. Children are challenged throughout lessons and are continuously asked questions linked to the learning.

Each new book we read will continue to introduce new vocabulary which is displayed around the classroom. Children are aware of this vocabulary and are encouraged to use it within their learning, communicating and written work.

As an ongoing part of the Reception curriculum, the children are regularly involved in the learning of nursery rhymes, poems and songs throughout the topic and associated songs such as 'Tricky Words song' and 'Alphabet song'.

Mathematical Development

This half term, we will be focussing on numbers 1-5. We use a wide range of resources to allow the children to fully understand the different ways they can make 5.

We look at splitting 5 up into: 5 and 0, 4 and 1, 3 and 2. The children begin to memorise these number facts that will help them as they branch out into exploring larger numbers.

Additionally, this term, we will look at a range of shapes. Starting off with circles and triangles, the children will learn their properties and spot these shapes in the world around them.

We then move onto exploring shapes with 4 sides - looking at some regular and irregular shapes including squares, rectangles and rhombus.

Understanding of the World

In school this half term, we are really focusing on the structure and features of a range of traditional tales. The children will have the opportunity to compare and contrast characters from stories, including figures from the past.

As a group, we will invent, adapt and recount narratives and stories, perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Over the course of this unit, the children tend to develop storylines in their pretend play and use story voices to differentiate between characters.

Within provision, the children will make their own props out of junk modelling materials. They then have the opportunity to use the props and roleplaying characters in narratives and stories.

Finally, we begin to examine stories from the perspective of a simple map. Using a story route planner, we plot and sequence key events from traditional tale stories and represent it on a mat.

<p>Enrichment (Trips/Visitors/WOWs)</p> <ul style="list-style-type: none"> • Crime Scene • Story Teller • Magical Elf Door • Christmas Festivities 	<p>Expressive Arts and Design Kapow Art - Painting and Mixed Media - Paint my World This half term continues to encourage the children to delve into exploring a variety of materials and tools freely, both independently and with adult support. Throughout these few weeks, children will be exposed to using paint with different types of materials and in different contexts.</p> <p>Children will explore paint and painting techniques through nature, music and collaborative work. They will develop creativity through child-led exploration of mixed media, making collages and transient art. The children will be doing some Festive crafting, including cards and wrapping paper. They will also be creating Christmas Wreaths, working with an adult to create pieces collaboratively, sharing ideas, resources and skills.</p>	<p>RE I am special - Why are we all different and Special?</p> <ul style="list-style-type: none"> • Work on understanding as to how other religions differ to each other and how they recognise everyone's individuality. <p>Christmas - How do Christians celebrate Jesus' birthday?</p> <ul style="list-style-type: none"> • Children will explore how the birth of Jesus is celebrated by Christians around the world. Looking at traditions, prayer and celebrations.
<p>Music Kapow Music - Celebration Music Children will be learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. Additional focus is given to Nursery rhymes and songs both in class and during singing Assembly. A core part of our musical exposure also includes counting songs</p>	<p>Physical Development</p> <ul style="list-style-type: none"> • As children begin to experience the opportunity to become more independent, we will be focusing on skills such as learning how to dress and undress ourselves for PE independently. Weekly P.E sessions which focus on the development of key fundamental skills- rolling, crawling, walking, jumping, running, hopping, skipping and climbing. <p>Children are continuing to work to develop their fine and gross motor skills whilst independently using simple tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>We also encourage children to safely use a range of large and small apparatus indoors and outside, alone and in a group whilst working to develop overall body-strength, balance, co-ordination and agility.</p>	
<p>PSED/ SMSC A continuing thread of this curriculum area is learning to always follow Shadsworth rules, class routines and boundaries- 'Ready, Respectful and Safe'. Children gain confidence speaking and listening whilst, offering to share their own experiences from home and families. Picture news (British Values) Jigsaw Scheme Autumn 2 - Celebrating Differences Children work towards the following statements: i) I can identify something I am good at and understand that everyone is good at different things ii) I understand that being different makes us all special. ii) I know we are all different but the same in some ways. iv) I can tell you why I think my home is special to me. v) I can tell you how to be a kind friend. vi) I know which words to use to stand up for myself when someone says or does something unkind</p>		