

Red Class Autumn 2 2023- Journeys.

<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Why are some animals and bears in danger of becoming extinct? How can we help? (Make links to the Orangutan Zorro, in Borneo) How many different creatures can you think of that might live in a river; a forest; a cave? How are habitats different for bears from different countries (does a polar bear have the same habitat as a sun bear?) What is a family tree?</p>	<p>Grapheme Digraph Trigraph Family tree Subitise More/less How many altogether?</p>
Opportunities for Extension		
<p>Visit to the police woods and school field to look at seasonal changes and habitats; talk about the environment and compare it to different environments in the stories we are reading. Positional language and mapwork in the school garden.</p> <p>Using natural materials to make Stick Man and his family.</p> <p>Whole school trip to see a pantomime.</p>		
Vertical Drivers and Opportunities for Enrichment		
<p>Our place in the world The environment Christian values (our school values) Staying safe Celebration of diversity (Diwali)</p>		
<p>MATHEMATICS: Number: White Rose maths scheme of work. Circles and triangles (1 week) Comparison and composition of numbers 1,2,3,4,5 (2 weeks) Shapes with 4 sides (1 week) Consolidation of learning and topic related maths (measuring; comparing; positional language; sorting; counting; problem solving) Children in Reception: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with the cardinal number value. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>		
<p>Understanding the World: Children in Reception: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>		
<p>Communication and Language. Children in Reception: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities;</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Children in Reception: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. 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. Sing in a group or on 	<p>Physical Development. (Get set 4 PE scheme of work: Introduction to P.E unit 1; Gymnastics unit 1) Children in Reception: Revise and refine the fundamental movement skills they have already acquired: hopping, skipping.....</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination

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<p>explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Music - Churanga scheme of work: Autumn 2 - My stories.</p> <p>Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music.</p> <p>Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place.</p> <p>Making musical instruments to add a soundtrack to 'We're going on a bear hunt'</p> <p>Technology - Dazzle; Beebot (understanding instructions and directions; making floor maps for Beebot to follow) Introduction of Purple Mash.</p>	<p>and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>
<p>Personal, Social and Emotional Development: Children in Reception: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p>		
<p>BRITISH VALUES: Acceptance - Understanding and celebrating our similarities and differences. Mutual respect - Listening to others. Spiritual development - Promotion of own family's beliefs and customs. Celebration of diversity -learning about similarities and differences between homes and people from different countries. Learning about the Festival of Diwali and how Christmas is celebrated.</p>		