



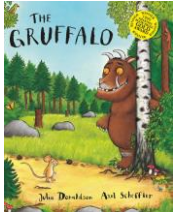
## Holbrook C of E Primary School EYFS Curriculum – Autumn Term

## Stomp and Chomp



### Key text:

The Gruffalo by Julia Donaldson



### Other texts:



Stomp, Dinosaur, Stomp! by Margaret Mayo



The Girl and the Dinosaur by Hollie Hughes

### Communication and Language:

Our communication and language skills will underpin all our other areas of learning.

Through settling in activities, making friends and talking about experiences that are familiar to us, we will be encouraged to articulate our ideas and thoughts in well-formed sentences. We will also hear modelled talk of routines through the day. For example, when arriving in school: "Good morning, how are you?"

This term, we will be read to frequently and encouraged to engage actively in stories, non-fiction, rhymes and poems. As we explore our topic 'Stomp and Chomp!', we will be learning new vocabulary to name, describe and sort different kinds of animals and dinosaurs.

Alongside these skills, we will practise how to listen carefully and find out why listening is so important.

### Personal, Social and Emotional Development:

One of our focus areas this term will be to manage personal needs independently. We will support good hygiene practices, such as thorough handwashing after using the toilet and before eating. During snack times and lunch times, we will talk about healthy food choices and the importance of drinking enough water.

Throughout our daily learning and interactions, we will name and describe our feelings as well as those of others. We will use this to begin to regulate our own behaviour, build relationships with our classmates and understand someone else's point of view.

### Physical Development:

Mr Adams will take PE on Mondays and Tuesdays. His focus will be fundamental movement skills (such as jumping, running and hopping) and dance.

Reception will also have daily opportunities to revisit and consolidate fine motor skills, such as threading, cutting and manipulating playdough. We will form pre writing shapes (strokes that most letters, numbers and early drawings are comprised of), but will also begin to develop an effective and comfortable pencil grip and observe correct letter formation. There will be freedom to draw and write using tools such as paintbrushes, chalk, sticks in the mud and 'magic fingers' in the sand!

### Key literacy objectives:

Our main stimulus text this term will be 'The Gruffalo'.

Using our Talk for Writing approach, Reception will learn to retell a simpler version of this journey story using actions and expressive voices. Once we are very familiar with this text, we will change the characters and orally share our innovated tale!

Using our dominant hand, we will draw a new character and use initial sounds to create labels, as well as name cards to practise writing our names.

We will share adjectives to describe our character and observe modelled writing in adult-led sessions.

Through topic-related activities, Reception will also be invited to share information and facts through simple labels and captions (for example, labelling a dinosaur picture).



### Understanding the world:

This term, Class 1 will head off on a journey back in time to Dinosaur Planet! We will learn about Mary Anning, a fossil hunter who lived long ago, look closely at some real fossils and make some imprints of our own!

We will explore the natural world around us and use our senses to investigate plants and animals. We will compare these to the natural world that the dinosaurs lived in. What did they eat? Where did they live? What did they look like? How are they the same or different to the animals that are around now?

As part of our RE learning, Reception will consider 'Which people are special and why?' We will think about how we are very special, but also how our friends, family members and people in our community (as well as other religious communities) are special too.

### Key maths objectives:

Reception will take part in matching and sorting activities, and make comparisons in size, mass, amounts and capacity.

We will explore different kinds of patterns before looking at how to represent numbers 1,2,3,4 and 5. This will include the composition of these numbers using a variety of objects and talking about what we see.

Later on, we will investigate shapes and find ways to sort circles, triangles, squares and rectangles.

Towards the end of term, we will be using and identifying positional language such as 'in', 'on', 'under', 'between', 'behind' and 'in front'.

Our final focus will be on time, in particular thinking about what activities we do in the day time and which ones take place at night.

### Expressive arts and design:

Through a mixture of adult-led tasks and independent play, children will have the chance to safely use and explore a variety of materials, tools and techniques. For example, they may explore emergent joining skills using roll and glue bottles to combine materials.

They will be encouraged to share their creations and explain the processes they have used. We will also have specific creative activities linked to our 'Stomp and Chomp!' topic.

Additionally, Reception will spend time learning a range of well-known nursery rhymes. This will include performing a familiar rhyme as a group or individually.

## Homework expectations:

This term, Reception's home learning will be simple activities to practise phonics skills at home. These will either be videos or pictures that introduce new phonemes (sounds), and will be shared on Class Dojo every Friday. Once children are settled, reading books will also go home. We would love for children to read at least 3 times a week- please could we ask that this is recorded in your child's reading record.



### Ideas to support at home:

You can support your child at home through regular activities and routines!

Sharing books daily and spending time talking about the characters, the setting and the events of a story. Can your children retell part of (or all of) a familiar story? Can they answer open-ended questions, for example "I wonder why the mouse was so frightened?"

Linking to our focus on 'Stomp and Chomp!', your child could look around home and the local area for animals. What do they look like? Where do they like to live? What do they like to eat?

Encourage your child to draw and mark make freely as this will allow them to practise their pencil grip and stamina, which in turn will lay the foundations for handwriting. This could be on paper, but could also be with their 'magic finger' in the sand, rice, flour, or even on the pavement with water and a brush! If they're ready, gently encourage them to tell you the first sound to label their picture- e.g. 't' for 'teddy', where you could model the letter formation (we focus on lower case letters). Praise any attempts made!

Maths is all around us - asking your child about the different shapes they see and describing them will support early geometry skills. Asking for help to count out the right amount of fruit when shopping (e.g. "Can you get me 4 apples?") or going on a number hunt when on a family walk (finding numbers on doors, buses, etc.) brings maths into everyday life.