



Holbrook C of E Primary School

EFYS Curriculum – Autumn Term

Our key text is:



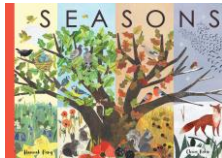
Out and About by Shirley Hughes

Other texts:

We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



We're Going on a Bear Hunt by Michael Rosen



Seasons by Hannah Pang

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. We will also learn new vocabulary as we explore our topic 'Childhood through time'.

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 learn how to be a good friend.

Physical Development:

Mr Limbert will lead PE on Mondays and Tuesdays. His focus will be athletics skills such as jumping, running and throwing.

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 'Out and About' by Shirley Hughes.

Using our Talk for Writing approach, Reception will learn to retell some simple poems about the four seasons. We will use actions and expressive voices. We will also use the lovely illustrations to draw some ideas of our own.

We will share adjectives to describe our ideas and observe modelled writing in adult-led sessions. Using our dominant hand, we will draw new settings and use initial sounds to create labels.

We will also use our name cards to practise writing our names.

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

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.

Understanding the world:

This term, Class 1's topic is 'Childhood through time'. We will learn about what it was like to be a child long ago, look at pictures to find out what they used to wear and play with some Victorian toys.

We will explore the natural world around us and use our senses to investigate the change in seasons. We will have lots of hands-on experiences and also explore seasonal changes through books. We will compare what it feels like in Summer, to how it feels in Autumn, Winter and Spring. What do we wear when it's colder? What happens to some trees during the Autumn months?

As part of our RE learning, Reception will consider 'Which stories are special and why?' We will think about stories that might be special to us and our family members, as well as to other religious communities too.

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 'Childhood through time' 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 'Childhood through time', your child could ask other members of their family what sort of toys they had when they were children. Were their holidays and school lives different compared to theirs?

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.