

Information

Welcome back!

We hope you have had an enjoyable rest and that the children are ready for the busy half term ahead.

Special Events/Trips

This half term we are looking at Bonfire Night, Diwali and Christmas. At the end of term the children will perform the Christmas Nativity (date to follow). The children are going to see Stick Man on Monday 28th November 2016.

Reminders

The weather is beginning to turn colder! Please make sure your child always has a warm, waterproof coat in school for when they are outside. Please bring in wellington boots for your child. It may be wet and snowy (!) and the children enjoy being outside and jumping in the puddles (or the snow!)

Homework

Your child's homework is to learn their letter sounds. Every week your child learns a new sound a sheet will be sent home for them to practice forming and saying the sound. Please hand the folder in every **Monday**. If you have any difficulties please speak to your child's teacher. **Reading** books need handing in on a **Thursday** and will be returned on a **Friday**. **Library** books need handing in on a **Monday** to be changed.

Space

This half term our topic is Space! We will be looking at the different planets, the sun, the moon, rockets and stars. The children will be making a space rocket as part of their role play.



Reception Autumn Term 2

Space

<p><u>PSED</u></p> <p><u>Making Relationships</u> making friends with an alien Initiates conversations, attends to and takes account of what others say (40-60m) Takes steps to resolve conflicts with other children e.g. finding a compromise (40-60m)</p> <p><u>Self Confidence and Self Awareness</u> Circle time to describe what they are good at Confident to speak to others about own needs, wants, interests and opinions (40-60m). Can describe self in positive terms and talk about abilities (40-60M)</p> <p><u>Managing Feelings & Behaviour</u> Circle time sessions to show care and concern for others, sessions to learn classroom rules and routines, tidy up sessions, toilet rules with the children Aware of the boundaries set, and of behavioural expectations in the setting. (40-60m) Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy (40m)</p>	<p><u>Physical Development</u></p> <p><u>Moving and Handling</u> P.E Sessions & Funky Fingers Uses simple tools to effect changes to materials (40-60m) Experiment with different ways of moving (40-60m) Negotiates space successfully when playing racing & chasing games with other children, adjusting speed and direction to avoid obstacles & other children (40-60m) Handles tools, objects, construction and malleable materials safely and with increasing control. (4-60m) Shows a preference for a dominant hand. (4-60m) Begins to use anticlockwise movement and retrace vertical lines. (40-60m) Begins to form recognisable letters. (40-60m).</p> <p><u>Health and Self Care</u> Circle time sessions to cover glitter sneezing, basic hygiene, books on keeping health, Discussing how to carry scissors carefully, where and how to put them away. Usually dry and clean during the day.(40-60m) Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60m) Shows understanding of how to transport and store equipment safely.(40-60m)</p>
<p><u>Communication, Language and Literacy</u></p> <p><u>Listening and Attention</u> Listening games, story time sessions circle time Maintains attention, concentrates and sits quietly during appropriate activity. (40m) Two channelled attention, can listen & do for a short span (40-60m)</p> <p><u>Understanding</u> Understands stories and instructions in classroom and circle time sessions Responds to instructions involving a two-part sequence. (40m) Listens & responds to ideas expressed by others in conversations & discussions (40-60m)</p> <p><u>Speaking</u> Speaking in circle time sessions and role-play and small world play Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 40-60m) Uses talk to organise thinking, ideas, feelings and events (40-60m)</p>	<p><u>Literacy</u></p> <p><u>Reading</u> Whatever Next-have a Picnic on the Moon (role-play it & make a list of food to take) Fiction/non fiction books about space. Knows that information can be retrieved from books and computers (40m). RWI - learning sounds. Links sounds to letters, sounding the letters of the alphabet. (40m) Books in book box for independent learning. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom (30m). Describes main story settings, events & principal characters (30-50m) Shows interest in illustrations and print in books and print in the environment (30-50m) Recognises rhythm in spoken words (30-50m) Beginning to be aware of the way stories are structured (30-50m) Know that information can be retrieved from books & computers (40-60m)</p> <p><u>Writing</u> List of what you would take to space. Labelling the planets. Sometimes gives meaning to marks as they draw and paint.</p>

	<p>Ascribes meanings to marks that they see in different places. (30m) Hears and says the initial sound in words. (40m). Give meaning to marks they draw, write & paint (40-60m) Links sounds to letter, naming & sounding the letters of the alphabet (40-60m) Writing nonsense words - alien language.</p>
<p>Mathematics Numbers Counting claps jump etc Realises not only objects, but anything can be counted, including steps, claps or jumps (30m) Shows curiosity about numbers by offering comments or asking questions (30-50m) Shows an interest in number problems (30-50m) Compares two groups of objects, saying when they have the same number (30-50m) Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total is still the same (30-50m) Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40m) Shows an interest in numerals in the environment (30-50m) Shows an interest in representing numbers (30-50m)</p> <ul style="list-style-type: none"> - Recognise some numbers of personal significance (40-60m) - Counts up to three or four objects by saying one number name for each item. (40-60m) - Counts actions or objects which cannot be moved. (40-60m) - Counts objects to 10, and beginning to count beyond 10. (40-60m) - Counts out up to six objects from a larger group. (40-60m) - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60m) - Counts an irregular arrangement of up to ten objects. (40-60m) <p>Shape, Space and Measures Using 2d shape/3d shapes to design a rocket, aliens etc.</p> <ul style="list-style-type: none"> - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. (30-50m) - Shows interest in shapes in the environment. (30-50m) - Uses shapes appropriately for tasks. (30-50m) - Shows awareness of similarities & differences of shapes in the environment (30-50m) - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. (30-50m) - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60m) - Selects a particular named shape. (40-60m) <p>Height and length - creating long aliens, tall short aliens</p> <ul style="list-style-type: none"> - Orders two or three items by length or height. (40-60m) - use everyday language to talk about size to compare quantities and objects and to solve problems (ELG) 	<p>Understanding the World People and Communities Knows about similarities & differences between themselves & others & among families & communities (ELG) The World Make small world space scene (use flour and have moon buggies etc) Learning about the planets, sun, moon and solar system. Make a space suit to travel up to Space Comments and asks questions about the familiar world. (30m) Looks closely at similarities and change (40-60m) Technology Information about space from the computer. Knows that information can be retrieved from computers (30m) Uses ICT hardware to interact with age appropriate software (40-60M)</p>
<p>Expressive Arts and Design Media and Materials -Making 3D rockets, aliens, planets (use junk material)</p>	<p>Awe and Wonder - Alien writing on the white boards Foot prints/ glitter trail.</p>

-Creating different texture aliens/design their own

Pictures using different techniques. Paint blob, blow with straw aliens.

Beginning to be interested in and describe the texture of things

Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. (30m), Taps out simple repeated rhythms (30-50m)

Experiments to create different textures (40-60), manipulates materials to achieve a planned effect (40-60m)

Being Imaginative

-Role play: imagining going into space, spaceship

Small world - with rockets and aliens on the moon surface.

Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play, Developing preferences for forms of expression (30-50m), Introduces a storyline or narrative into their play (40-60m), plays co-operatively as part of a group to develop & act out a narrative (40-60m)

What would you see out of your window on a rocket (porthole pictures)