Year R Autumn 2 – Overview

Celebrations

Why do we celebrate?



Subject	Focus
Communication and Language	Enjoy listening to longer stories and can remember much of what happens. Start a conversation and continue it for many turns. Sing a large repertoire of songs. Develop an enthusiasm for stories and enjoyment of reading. Learn new vocabulary and use new vocabulary throughout the day.
Literacy	**Reading**: Read individual letters by saying the sounds for them (phase 2). Blend sounds into words, so that they can read short words (cvc) made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme. **Shared Texts:** The Jolly Postman (Janet and Alan Ahlberg), Pumpkin Soup (Helen Cooper), Kipper's Birthday (Mick Inkpen), Diwali-story of Rama and Sita, The Gingerbread Man (traditional story), The Snowman (Raymond Briggs), Nativity Story (Bible). **Writing**: Use some recognisable letters and own symbols. Know there is a sound/symbol (phoneme/grapheme) relationship. Begin to write VC and CVC words by identifying the sounds. Write own name. Form letters from their name correctly. **Phonics**: Little Wandle Letters and Sounds Revised. Letters and Sounds taught in Autumn 2 – h,b,f,l,ff,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk. See attached grapheme information sheets. **Reading Scheme**: Little Wandle Letters and Sounds.
Mathematics	Develop fast recognition of up to 3 then 5 objects, without having to count them individually ('subitising'). Begin to form some recognisable numerals using the formation rhymes for support. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
Physical Development	Continue to develop pencil control and use scissors with increasing accuracy. Start eating independently and learning how to use a knife and fork. Develop independence as they get dressed and undressed, for example, putting coats on and doing up zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
Personal, Social and Emotional Development	Increasingly remember and follow rules, understanding why they are important. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Shows confidence in asking adults for help. **Dance:** Ourselves **Games:** Ball skills - Hands 1.
Understanding the World	Recognise times that are special to themselves as well as others, for example - birthdays, Christmas, Diwali. Continue developing positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary. Recognise that people have different beliefs and celebrate special times in different ways.
Expressive Arts and Design	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Remember and sing entire songs. Create their own songs, or improvise a song around one they know.
RSHE	Me, My Body, My Health: The children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

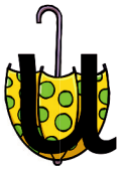
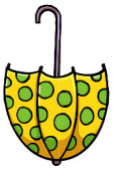
	Emotional Well-Being: The children will learn about different feelings, likes and dislikes, forgiveness. Anti Bullying Week.

RE – God's Family

This half term, the children in the Reception class will be learning about God's Family. Throughout the topic, the children will be given opportunities to become aware that God made all the people in the world to be part of his family and that we are part of it too.

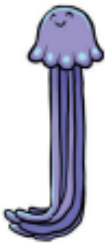
They will learn that God made us to know and love him, as well as to show our love for him by helping one another. They will find out that God has given us gifts so that we can show his love to others.
As Christmas approaches, they will learn that God's greatest gift to us was to send his only son Jesus and learn how to respond to that gift.

At home you could help your children by:
- looking at pictures of animals and plants and talking about how special creation is.
- encourage them to notice different parts of God's wonderful creation and think of ways to care for the world.
- reminding them that Christmas is about the gift of Jesus to us and not just about receiving presents.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 umbrella	Open your mouth wide and say **u u u**	Down and around the umbrella, stop at the top and down to the bottom and flick
	 rainbow	Show me your teeth to make a **rrrr** sound **rrrrr rrrrr**	From the cloud to the ground, up the arch and over the rainbow.
	 helicopter	Open your mouth and breathe out sharply **h h h**	Down, up and over the helicopter
	 bear	Put your lips together and say **b** as you open them **b b b**	Down bear's back, up and round his big tummy.
	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to ma e the sound **ffffff** **ffffff**	Down the flamingo's neck, all the way to its foot, then across its wings.
	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press **llll llll**	All the way down the lollipop.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say **j j j**	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing **vvvv vvvv**	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say **w w w**	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the **cs**/**x** sound through as you close your mouth **cs cs cs** (**x x x**)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y	 yoyo	Smile, tongue to the top of your mouth, say **y** without opening your mouth	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the **z** sound **zzzzzz zzzzzz**	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
qu qu	 queen	Pucker your mouth, then open it as you say **qu qu qu**	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
th th	 thumb	**Voiced:** Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th **Unvoiced:** Tongue on your teeth push the air out **th th th**	th Thumbs up, we're having fun.
sh sh	 shells	Show me your teeth and push the air out **shshshshsh shshshshsh**	sh Share the shells.
ch ch	 cherries	Pucker your lips and show your teeth. Use your tongue as you say **ch ch ch**	ch Chew the cherries, children.
ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say **ng ng ng**	Bling on a ring.
nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say **ngk ngk ngk**	n I think I am pink.