

## Autumn Term Overview for Parents

Themes	Autumn 1: Settling in, All About Me, Our Class and School, Harvest/Autumn, The Little Red Hen, The Enormous Turnip, Autumn 2: Journeys, We're Going on a Bear Hunt, The Gingerbread Man, Paddington, Nativity, Christmas	
Areas of Curriculum	Objectives covered in school:	How you can support your child at home:
<b>Communication and Language</b>	Know many rhymes, be able to talk about familiar books and be able to tell a long story.	Sing nursery rhymes together and reread favourite stories, encouraging your child to join in, asking them what happens next, etc.
	Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'.	Give your child simple instructions to follow involving 2 parts. Encourage your child to be independent and complete simple tasks themselves.
	Can start a conversation with an adult or a friend and continue it for many turns.	Create opportunities for your child to talk to others by inviting another child around to play or when meeting others at the park, etc.
<b>Personal, Social and Emotional Development</b>	Become more outgoing with unfamiliar people, in the safe context of their setting.	Encourage and support your child to speak for themselves when an adult asks them a question.
	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Share the Trick Box strategies 'Mirror Mirror' and 'Stand Tall' when appropriate.
	Help to find solutions to conflicts and rivalries.	Play games to practise taking turns, encourage your child to take their turn at the park when lining up for the slide, invite friends round to practise sharing. Help your child understand that they will not always win or be first to do something.
<b>Physical Development</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus using alternate feet.	Take your child to the park, encouraging them to climb or be active, play racing games, ride on bikes/scooters.
	Use a comfortable grip with good control when holding pens or pencils.	Encourage your child to hold their pencil correctly when they draw or write.
	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Encourage your child to be independent when getting dressed.



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Literacy	Enjoy listening to longer stories and can remember much of what happens.	Share stories with your child, taking time to look and talk about the pictures, showing the direction of the text as you read.
	Write some or all of their name.	When you send friends and family cards, encourage your child to write their name for themselves. Initially they may need to trace the letters, then progress to copying them before finally writing their name independently. Only use a capital letter for the first letter in their name.
	Write some letters accurately.	Sit with your child and practise writing the letters introduced each week. Use the rhymes to help your child remember the correct formation of each letter.
	Use some of their print and letter knowledge in their early writing. For example, write a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Provide a selection of pens, pencils and paper for your child to mark make. Encourage them to write a shopping list and then take them shopping so their writing has a purpose. Ask them what sound they can hear at the beginning of a word.
Mathematics	Count confidently to 5 and back. Recite numbers beyond 10.	You can help your child by counting, encouraging them to join in, singing counting rhymes. Focus on matching/finding numerals to 5 in the environment such as in books, house numbers, etc. Numberblocks Series 1– BBC iPlayer
	Count objects, actions and sounds. Know the last number reached when counting a small set of objects tells you how many in total.	With your child, count everyday things around the house by touching them (eg stairs, knives and forks, etc) Also count things like jumps and claps. Then ask what would one more/less be?
	To be able to subitise (know without counting) sets of up to 5 objects.	Place up to 3 objects on the table and ask how many without counting. Once secure with numbers to 3, extend to up to 5. Play dice games – do they know how many spots without counting. Show me games using fingers. 'Show me 3 fingers without counting'
	To compare numbers Compare quantities using language: more than/fewer than.	Look at collections of objects. Who has more cars – you or me?
	Copy and continue a repeating AB pattern.	Use bricks, beads, other objects or actions to create a repeating pattern. Can you copy my pattern? Can you make my pattern longer? Can you make your own pattern? (e.g. red, blue, red, blue, ...; big, small, big ,small, ...; square, triangle, square, triangle, ...)



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Understanding the World	Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary.	Notice different plants or animals when you're out and about, encouraging your child to talk about what they can see, hear, feel and smell.
	Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people.	Talk to your child about the traditions your family follow during festivals you celebrate, and explain that people celebrate different ones too.
	Understand some important processes and changes in the natural world around them, including the seasons.	Talk to your child about how the outdoor environment around you is changing e.g. blossom on trees, new plants growing, change in the weather. How is this different to the autumn or winter?
Expressive Arts and Design	Remember and sing entire songs.	Sing nursery rhymes and counting songs together.
	Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, Lego.	Join in with your child's imaginative play, creating stories and scenarios with them.
	Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Use materials and objects to build things together.

