

Reception LIGHT & DARK Autumn 2 2016/17



Communication Language & Literacy

Learning Goal - They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

- *Talk about our own Christmas day last year.*
- *What will we be doing this Christmas?*
- *Listen to stories talking about what has happened and suggest what might happen next.*

Personal, Social and Emotional Development

- **Learning Goal** - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- *Work together to create Rangoli patterns on the floor outside.*
- *Children will talk about their favourite part of the nativity in circle time.*

Physical Development

Learning Goal - They handle equipment and tools effectively, including pencils for writing.

- *Children select their own tools to create their own patterns and use them correctly and safely.*
- *Children have good spatial awareness when practising and performing the nativity production.*

Literacy

Learning Goal - Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions.

- *Write labels for pictures*
- *Begin to write a simple caption about Christmas.*
- *Write a Christmas wish list*
- *Read a range of Christmas stories.*

Mathematics

Learning Goal - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.

- *Name and talk about 2D & 3D shapes and discuss some of their properties.*
- *Spot the difference and odd one out activities.*
- *Children will re-create and create their own patterns and talk about them.*

Understanding the World

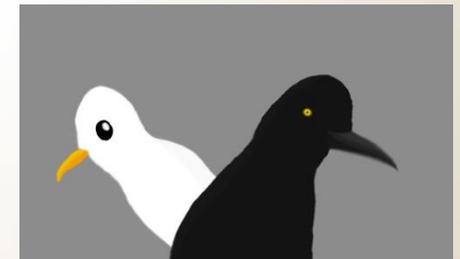
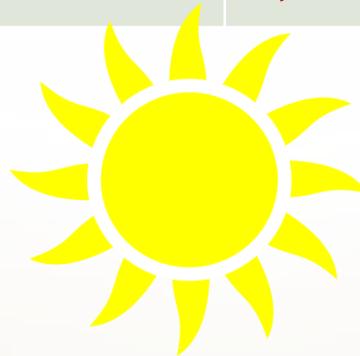
Learning Goal - Children talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- *Differences in light sources*
- *Nocturnal & Diurnal animals*
- *Power sources*
- *Understanding festivals of different faiths.*

Expressive Arts and Design

Learning Goal - safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- *Design & make firework pictures*
- *Rangoli patterns*
- *Diva Lamps*
- *Nativity Production*



Snuggle down with a book.
Children who have a bedtime story succeed in school.

Make a list of animals you see in the day and then a list of animals that come out at night.

Talk, talk, talk - every word matters.

How can I help my child at home?

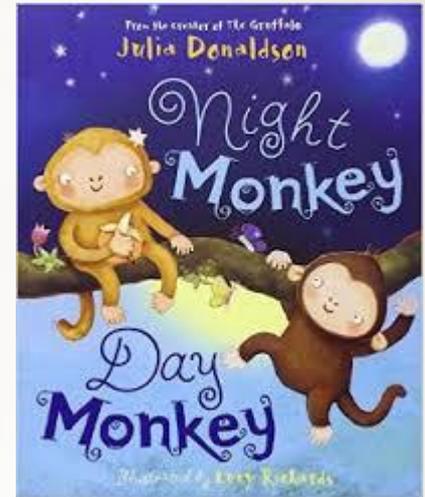
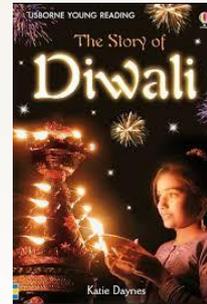
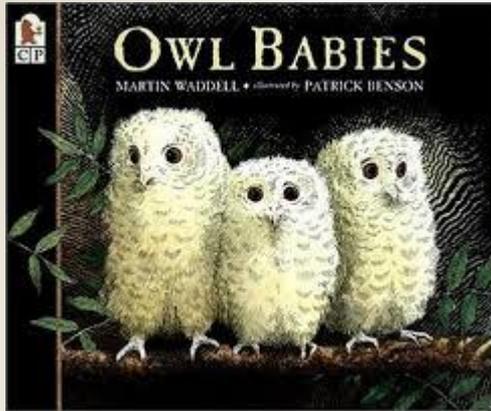
Look at photos together and talk about special events.

Enjoy drawing a picture together, eg. your favourite night-time animal

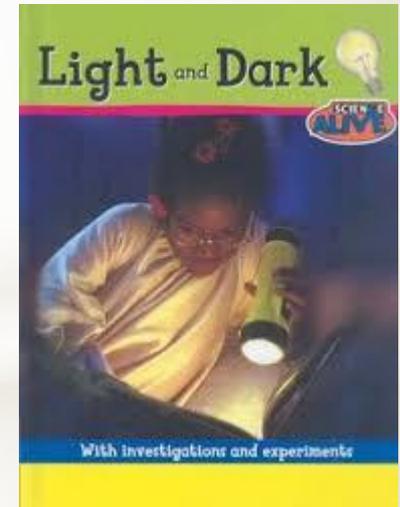
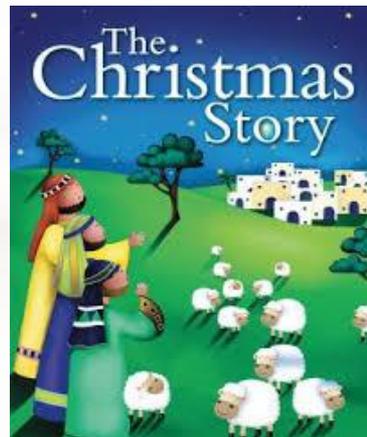
Special events this half term

To be announced.

Dates and letters will be sent out nearer the time.



These are some of the books we are learning about within our topic of **LIGHT & DARK.**



Beaufort Community Primary School

Early Years Foundation Stage

Early Years is an essential time in preparing children for school, getting them ready for more formal learning.

Within the Foundation setting (Nursery and Reception) it is recognised that there are three **Prime Areas** of learning which need to be achieved before other learning can be accelerated:

- CL - Communication and language (speaking, listening and understanding).
- PD - Physical development (moving and co-ordination, health and self-care).
- PSED - Personal, social and emotional development (self confidence, managing feelings and behaviour, making relationships).

Other areas of learning include:

- R - Reading.
- W - Writing.
- M - Mathematics (numbers, shape, space and measures).
- UW - Understanding the world (people and communities, the world, technology).
- EAD - Expressive arts and design (exploring materials, being imaginative).

Any, or all, of these aspects of learning can take place within a given task, but to ensure a **broad and balanced curriculum** we have set out topics which guarantee children make good progress in their learning. Topic areas are differentiated between Nursery and Reception, ensuring progression within learning.

All learning takes into consideration the needs of the **individual child**, allowing them to become independent learners with the capacity for critical thinking, recognising these factors are essential to meaningful learning for the young child. The **Learning Goal** effectively defines what children are working towards and are expected to achieve by the end of the Reception school year.