
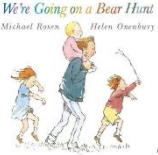
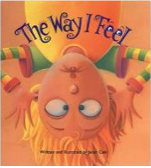



Let's Explore

Acorn Class – Autumn 2

	<p>Overview</p> <p>'Let's Explore' project, teaches children about the environments that they share with others, including homes, school and places in the local community. During our 'Let's Explore' project, your child will go on a walk around the school and school grounds to learn about the different areas of their school and their uses. They will learn about maps, different styles of homes that people live in. They will explore different emotions and use this help them draw self-portraits. This term, the children will become familiar with the story 'We are Going on a Bear Hunt' by Michael Rosen, 'The Way I Feel' by Janan Cain and 'In Every House on Every Street' by Jess Hitchman.</p>		
			
<p>Vocabulary</p> <p><i>Office, playground, hall, classroom, school, kitchen, map, corridor, terraced house, farmhouse, bungalow, caravan, flats, semi-detached house, cottage, detached house, church, post office, library, sad, happy, scared, angry, thoughtful, embarrassed, sleepy, excited</i></p>	<p>Memorable Experiences</p> <p>We will start our project by going on a walk around the school and school grounds on which we will take photographs to evidence our journey to help with making our map of places in the school and the school grounds that we had visited.</p>		
<p>PRIME AREAS</p>			
<p style="text-align: center;">Communication and Language</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Articulate their ideas and thoughts in well-formed sentences • Describe events in some detail • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage with non-fiction books (about seasons/nature) 	<p style="text-align: center;">Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Manage their own personal hygiene • Talk with others to solve conflicts • Remember rules without needing an adult to remind them 	<p style="text-align: center;">Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired (walking, jumping, running, hopping, climbing) • Progress towards a more fluent style of moving, with developing control and grace <p>We will be starting a dance unit in PE lessons to help us with these skills.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently (paintbrushes, scissors, knives/forks/spoons) • Use core muscle strength to achieve a good sitting posture when sitting at a table or on the floor 	



SPECIFIC AREAS

Literacy

- Read individual letters by saying the sounds for them
- Begin to read individual letters by saying the sounds for them
- Answer questions about a text that has been read to them
- Repeat words and phrases from familiar stories
- Repeat new vocabulary in a context of a story
- Take an interest in mark making and give meaning to these marks
- Form some lowercase letters correctly
- Begin to write initial sounds and some other sounds they can hear in words

Mathematics

- Count objects, actions and sounds
- Understand that the number name zero and the numeral '0' can be used to represent the idea that there is 'nothing there'
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 5

Understanding the World

- Draw information from a simple map

Expressive Arts and Design

- Develop storylines in their pretend play
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Explore and engage in music making and dance, performing solo or in groups

Music is taught by Miss P on a Thursday, when Miss Simmonds has her Leadership time.

Reminders

- Your child needs to have their book bag, a water bottle and their PE kit in school every day
- Your child's learning journey will be available for you to see through Tapestry. Please comment on these observations if you wish!
- Complete WOW vouchers for anything that has made your heart burst with PRIDE!
- Home work activities will be posted on Tapestry for your child to complete – this will include phonics practise, daily reading and discussion about our topic
- Dojo points will be given to your child when they follow the PRIDE values – keep a look out for messages home about your child's super behaviour!
- Mrs Simmonds is available to talk to you at any point – communication in the Early Years is vital, so please pop in if you need to
- Our learning partners in Acorn class this year are Miss P (all day Monday, Tuesday, Thursday, Friday) and Mrs Tanner (all day Wednesday/Thursday)
- We are also welcoming Miss Spencer to the Early Years Team this term – she is a trainee teacher and will be with us until the end of November

PLEASE MAKE SURE THAT EVERY ITEM OF CLOTHING IS CLEARLY NAMED – Thank you

The Early Years Team