

### Nursery Phonics

Nursery will be taking part in 'Rhyme Time' following out Little Wandle phonics scheme. We will be learning the nursery rhymes and listening carefully for the sounds we can hear.

Our Rhymes this term:

Pat-a-cake  
Round and Round the Garden  
The Grand Old Duke of York  
Twinkle Twinkle Little Star  
A Sailor Went to Sea  
Down at the Station

### PE

Miss Haigh: Indoor Games and Ball Skills  
Sports Coach: Above and beyond the curriculum

### Reception Phonics

Reception will be following our Little Wandle phonics programme.

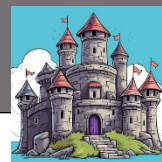
During the Autumn term we will be focusing on Phase 3 phonics. We will be learning the sounds ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, dd, mm, tt, bb, rr, gg, pp, ff. We will also review longer words, compound words and words with 2 diagraphs.

### Literacy

In Literacy, children will take part in 'Drawing Club'. We will focus on the following stories, tradition tales and old TV programmes:

How to Catch a Star by Oliver Jeffers , The Big Pancake (Traditional Tale), The Clangers (Past Cartoon), Aliens love Underpants by Claire Freedman and Ben Cort, Puss in Boots (Traditional Tale), The Jetsons (Past Cartoon), The Princess and the Pig by Johnathan Emmett and Poly Bernatene, The Princess and the Frog (Traditional Tale), The Prince of Pants by Alan MacDonald and Sarah McIntyre, Bagpuss (Past Video), Goodnight Sleepy Princess by Sienna Williams, Cinderella (Traditional Tale)

# Kings, Queens and Castles



### Communication & Language

Nursery: Listen attentively in a range of situations. Maintain attention during appropriate activity. Understand why listening is important.  
Maintain attention in different contexts.

Reception: Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives.

### RE

Who are you?  
What are your special places and why?  
Easter  
What times are special and why?

### Nursery Maths

Show me 1, 2, 3  
Move and label 1, 2, 3  
Explore position and routes  
Explore own first patterns  
Take and give 1, 2, 3  
Match, talk, push and pull

### Reception Maths

Alive in 5  
Mass and Capacity  
Growing 6, 7, 8  
Length, height and time  
Building 9 and 10  
Explore 3D shapes

### Expressive Arts & Design

Nursery: Begin to make deliberate lines and circles, sing and make sounds, enjoy making sounds with musical instruments moving to music, show interest in making marks and moving tools on paper.

Reception: Explore and engage in making music and performing as a group or solo, create things collaboratively sharing resources and ideas, draw with increasing complexity e.g. representing facial features, join materials of different textures, create closed shapes with continuous lines.

### Music

Everyone! Wind The Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees And Toes

Our World Old Macdonald, Incy Wincy Spider, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey

### Understanding of the World

Nursery: Use all their senses to explore natural materials, show curiosity when things are different, explore the world around them, notice differences.

Reception: Talk about events of personal significance, know some features of a different environment, start to understand similarity and difference, know some different and significant celebrations, show curiosity and wonder involved in investigations, know about locations different to their own.

### Personal, Social and Emotional Development

Nursery: Showing self-confidence, getting dressed independently and asking help from an adult when needed.

Reception: Show resilience, manage their own needs, ask questions to check they understand what has been said, use talk to help work out problems and organise solutions.



# Out of this world