



Our enrichment grid outlines the learning for your child, this half term.

Our Early Years curriculum is fluid and adapts as the term progresses, following children's interests and own knowledge. This means that the information below is complimented by a range of learning opportunities and experiences that are developed as the term progresses, in response to the children.

Therefore, there will be much more to our learning this term than we can capture in the information below. You will need to keep up to date with our weekly Early Years newsletter to find out what more your child has been learning each week and how we have developed our learning in the moment! We hope that you find the suggested home enrichment tasks helpful to best support the home/school partnership further.

<u>Reception Autumn 1</u>	<u>What our curriculum covers</u>	<u>Enrichment task and activity suggestions</u>
All About Me Autumn 1 Powerful People Autumn 2	This term we will be discussing our identity, including families and communities to help us build a sense of belonging. We will begin to recognise similarities and differences between themselves and others, fostering empathy and understanding. We will be developing our confidence in school by learning the school rules and practising routines. We will discover where we live in the world through maps, observations and stories. We will explore fictional and non-fictional heroes including jobs of the emergency services and their role within our society. We will begin colourful semantics to support our sentence structure. We will be focusing on who is in a story, and what they are doing. In RE, our big questions are 'Who made the wonderful world?' and 'Why is Christmas special for Christians?'.	• Look in a mirror and describe your features. Can you draw or paint a picture that looks exactly like you? • Make an 'all about me' poster. This can include your name, your age, your favourite colour or who is in your family. Can you add an interesting fact about yourself? • Go on a walk and collect some nature resources. Can you use these materials to create a family portrait? Can you explain who is in your family unit? • Look at old baby pictures and discuss how you have changed? Is anything still the same? • Go on a walk and visit local landmarks such as Fulham Palace. • Draw a map of your house/ street/ favourite park. • Talk about different job opportunities and the jobs your family members have. What would you like to be when you grow up and why? Can you use the word because? • Talk about special events that you and your family celebrate.
Phonics <u>Autumn 1 ELS phonics</u> <u>Autumn 2 ELS phonics</u>	We will begin our phonics scheme, <i>Essential Letters and Sounds</i>. We will have daily practice of oral blending single and multi-syllabic words, and daily practice of reading words and sentences made up of the sounds we have learnt to date. We will have ample opportunity to	• Go on a sound walk. What can you hear? Challenge: Can you find objects that start with sounds you have learnt? • Play a 'Sound talk game' where you segment a word such as c-a-t and your partner must guess the word. How many points will you get?



	apply our phonics for writing in a range of contexts, including phonics lessons, play scenarios, and our responses to the books we explore as a class.	• Create bingo cards with new sounds that you have learnt. Can you mark off all the sounds on your bingo card? • Explore phonics games to support environmental sounds HERE or GPC sounds (phase 2) we have learnt this term HERE. Use Autumn 1 ELS phonics and Autumn 2 ELS phonics to find learnt sounds. • Play a song and have a pen disco. Can you draw shapes or practise our new sounds for the whole song?
Maths	We will be exploring numbers to 6, learning new skills such as subitising and becoming familiar with a range of manipulatives. We will start to recognise one more and one less within six, as well as becoming familiar with part whole models for addition. We will begin to explore and recognise patterns (ABAB, ABCABC etc). Children will be building on key early maths and time-related skills. We will learn to name and order the days of the week and months of the year, helping them understand the passage of time and sequence of events. Through daily routines and activities, we will practise ordering events throughout the day and begin to make sense of their own schedules. We will practise counting verbally to 20 and explore number bonds to 5, as well as understanding the concepts of one more and one less up to 10. We will also compare length, width, and size using everyday objects. Children will start to identify odd and even numbers.	• Complete Learning with parents' online tasks (information emailed every other week) • As you travel to and from school, count objects that you see such as trees, yellow cars or buses. How many would there be if there was one more? • Create a repeating pattern using toys or household items. What kind of pattern did you make? • Complete a 1:1 correspondent game HERE. • Listen and sing counting songs, such as <i>five little ducks</i>. Can you act the songs out using props? You can find inspiration for songs HERE. • Make your own calendar: fold a piece of A3 paper in half and then cut 7 strips along the top layer to represent each day. Draw a picture on the second layer under each day to show what would be happening that day.  • Length hunt: find objects around the house and line them up to compare lengths. • Days of the week: ask your child, "what day is today?" and "what day comes next"?



PSED	This term our topic is titled <i>Being me in my World</i>. We will gain an understanding of how it feels to belong and that we are similar and different from others. We start to recognise and manage our feelings, with links to our Zones of regulation. We will understand why it is good to be kind and use gentle hands, being responsible within our learning and play.	• Set yourself a timer and see if you can beat your previous time to get yourself dressed independently. • Choose an act of kindness that you complete each week that requires perseverance and independence, such as making your bed, helping to cook dinner or even laying the table. • Create a 'Calm bottle' to use when you are feeling upset, angry or sad. What materials will you use? Follow instructions HERE. • Explore and discuss emotions by watching these videos HERE or read books HERE.
Physical development	This term we are building our gross motor skills by learning to negotiate space, move in a variety of ways, develop our overall body strength, coordination and balance. We will also be strengthening our fine motor by using one handed tools, such as tweezers and scissors. We will also be developing a confident and comfortable pencil grip.	Gross motor activities: • Playing games with big movements such as musical statues, jumping beans • Walking to local green spaces to develop stamina. • Move like an animal. Can you travel using different levels? e.g., can you slither like a snake? • Hopscotch Fine motor activities: • We encourage children to use a tri-pod grip. We teach children how to 'pinch and flip' their pencil from the table.



-
- Stamina/ fluency: taking a line for a walk, repeated shapes to fill a page/ dot to dot activities
- Ripping or crumpling paper/ collage
- Playdough
- [Dough disco](#)
- Cutting on a line
- Puzzles
- Squeezing using syringes and liquid droppers.
- Picking up items using tweezers or kitchen tongs.
- LEGO
- Threading beads onto pipe cleaners/ pasta necklaces
- Poking straws into holes/ poking pipe cleaners into colanders
- Mark making in sand/ glitter/ flour/ shaving foam (using fingers/ paint brushes)