

All about me / Exploring autumn



Project Overview

This term, our learning centres around two exciting projects: **All About Me** and **Exploring Autumn**.

Through **All About Me**, children develop an understanding of their identity and what makes them unique. They talk about their families, friendships, interests and experiences, learning that everyone is special in different ways. Through stories, discussions, photographs and creative activities, children build confidence in sharing their ideas, expressing their feelings and celebrating both similarities and differences. They develop a sense of belonging within our classroom and wider school community while forming positive relationships with their peers.

Through **Exploring Autumn**, children investigate the changing season and develop their understanding of the natural world around them. They observe changes in the weather, explore autumn colours, collect natural materials and learn about harvest. Through outdoor learning, art, storytelling and play-based experiences, children ask questions, make predictions and share their discoveries. They build curiosity about the environment while developing new vocabulary and a deeper appreciation of seasonal change.

Recommended Books

What Makes Me a Me?, Our Class is a Family, Once There Were Giants, Chapatti Moon, Little Red Hen, A Little Blue Dot, Frank and Bert, Little Red Hen, We're Going on a Bear Hunt, Pumpkin Soup, It's a no money day.

This Term We Are learning ...

Communication and Language

Through our **All About Me** and **Exploring Autumn** projects, children develop their communication and language skills by listening carefully to stories, discussions and instructions while building a rich and varied vocabulary. They talk about their own experiences, families and interests, share their ideas with others, ask questions and describe their observations of the changing seasons. Through conversations, songs, storytelling and play, children learn to express themselves with increasing confidence and listen and respond appropriately to both their peers and adults.

Children are introduced to communication strategies such as **Talk Partners**, **My Turn**, **Your Turn** and **stem sentences**, which support speaking and listening across the curriculum. These approaches encourage active participation, provide opportunities for choral responses and help children develop the confidence to speak in full sentences, explain their thinking and engage in meaningful conversations with others.

Physical Development

Through PE lessons, children develop confidence in moving in a variety of ways, including running, jumping, hopping, crawling, rolling and balancing. They explore different ways of travelling and experiment with movements such as jumping and landing safely. Children learn to follow instructions involving positional language such as *under*, *on top* and *behind*, while working cooperatively with others. Through games and physical challenges, they practise listening, taking turns, responding to their peers and developing a positive attitude towards their own abilities and achievements.

Personal, Social and Emotional Development

Through our PSED curriculum, **Jigsaw**, and through daily experiences, stories and class discussions, children develop a sense of belonging within our school community and learn that everyone is both similar and different in their own unique way. They begin to recognise and manage their feelings, build positive relationships with others and understand the importance of

	kindness, respect and using gentle hands. Children work together to make our classroom a happy and safe place to learn, while developing an understanding of children's rights, fairness and responsibility. Through these experiences, they grow in confidence, independence and awareness of themselves and others.
<i>Literacy</i>	This term in Literacy, it about supporting the children to develop a love of books, stories and language. They listen to and talk about a wide range of texts, learning new vocabulary and beginning to understand how stories are structured. Through daily phonics sessions, children learn to recognise and say letter sounds, hear sounds in words and begin to link sounds to letters. They develop their mark-making and early writing skills by giving meaning to their drawings, writing their names and attempting to record words and simple captions. Children also learn key reading behaviours such as handling books carefully, reading from left to right and joining in with repeated words and familiar phrases. Through these experiences, they begin to build the knowledge, skills and confidence needed to become successful readers and writers.
<i>Mathematics</i>	Through practical, hands-on experiences, children develop a secure understanding of number by exploring counting, subitising and comparing quantities. They learn to recognise small groups of objects without counting, count accurately to find out "how many" there are, and match quantities to numerals. Children explore how numbers can be made up of smaller parts, developing their understanding of number composition and part-whole relationships. They represent numbers in different ways, compare sets using mathematical language such as <i>more than</i> and <i>fewer than</i>, and begin to explain their mathematical thinking. Through games, songs, investigations and play, children build confidence, fluency and a strong foundation in early number sense.
<i>Understanding of the World</i>	Through our All About Me and Exploring Autumn projects, children develop an understanding of themselves and the world around them. They learn about their families, friendships and school community, recognising similarities and differences between people and their experiences. Children explore the changing seasons, observe the natural environment and notice how autumn brings changes to weather, plants and wildlife. Through first-hand experiences, stories, discussions and outdoor learning, they ask questions, make observations and begin to understand the world in which they live. They are encouraged to

	be curious, explore, investigate and share their discoveries with others.
<i>Expressive Arts and Design</i>	Through a range of indoor and outdoor creative experiences, children develop their imagination, creativity and fine motor skills. They explore materials such as paint, play dough, collage and junk modelling, learning to cut, join, tape, fold and construct. These activities strengthen the hand muscles and control needed for pencil grip and early writing. Children experiment with colour, texture, shape and pattern while expressing their ideas and creating with increasing confidence and independence.

How To Help Your Child's Learning

Your support in developing the home-school partnership is invaluable. Talking, reading, playing and exploring together help children develop confidence, language and curiosity. Sharing family experiences, reading books, exploring the outdoors and taking part in simple activities such as counting, drawing and modelling help children develop key skills and make meaningful connections between their learning at home and at school.

As autumn begins to unfold, take time to talk with your child about the seasonal changes they notice. Whether you are visiting the park, walking to school or exploring your local area, encourage them to observe the changing colours of the leaves, collect natural treasures such as conkers and acorns, and talk about the weather. Asking simple questions about what they can see and how things are changing will help to develop their vocabulary, observation skills and understanding of the world around them.

At the moment, the children are practising their maths skills with numbers up to 5 (teddy numbers, underwater counting, and ladybird spots). If you feel your child is secure with these numbers, please encourage them to try activities involving numbers up to 10. Topmarks is a useful resource ([Early Years Early Years - Topmarks Search - Topmarks](#)).

Please avoid using the phonics games on this website for now, as the children are still developing their knowledge of letter sounds. Instead, please follow the phonics links and resources provided by our Phonics Lead.

Key Vocabulary

past, present, remember, long ago, transport, journey, flight, before, after, community, family, belong, school, neighbourhood, local, helper

Items Related to Our Topic

If you go on an autumn walk, please feel free to collect things your child can put in our exploration trays.

Leaves, conkers, acorns, pinecones, pumpkins, sticks and twigs, autumn flowers, harvest vegetables, animal homes and nests, spider webs, squirrels, puddles, signs of changing weather

Information For This Term

Forest Learning will continue **Monday** afternoons. Children should come to school wearing old, suitable clothing for outdoor learning (long trousers / tops), and bring a separate, clearly labelled draw string bag containing waterproofs, wellies and a change of clothes. Please ensure all waterproof items are clearly named so they can be easily returned if misplaced. The 'forest learning' bag will stay in school and returned just before the end of term. Unless, of course, the clothing is heavily soiled!

PE will take place on **Thursday afternoons**. Children should come to school in their PE kit on this day, which includes black tracksuit trousers or shorts, a white t-shirt and comfortable sports trainers. Please also ensure that long hair is tied back and earrings are removed or that children can take them out independently.

By now, your child will have been provided with a reading folder containing their reading record. Each Friday, they will choose a book to share with you at home. We

encourage you to enjoy reading together and to write a short comment in the reading record about how your child engaged with the book. These comments help us to celebrate their reading journey and provide opportunities for discussion in school.

As your child learns more sounds and develops their phonics knowledge through our RWI programme, they will begin to bring home additional reading books that are carefully matched to their learning.

Books are changed every Friday; however, please send your child's reading folder into school every day so that we can support and celebrate their reading progress. Thank you for your continued support in helping your child develop a love of reading.

Term Dates

Please check the headteacher newsletter for all important dates this term.