



Redscope Early Years

Autumn 1

All About Me!

Communication and Language

- Enjoy singing, music and toys that make sounds.
 - Use gestures like waving and pointing to communicate.
 - Understand single words in context - 'cup', 'milk', 'daddy'.
 - Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
 - Understand simple instructions like "give to nanny" or "stop".
 - Recognise and point to objects if asked about them.
- Children will be encouraged to join in with singing and listening to stories during group times at the beginning and end of sessions. During small group times, the children will be able to take part in activities that may be following or giving instructions to their peers. "Can you put the sausage in in the pan?" These communication games will develop children's listening and understanding skills. We will begin our Tiny Talkers groups for our returning children during the sessions on a Tuesday, Wednesday & Thursday.

Key Vocabulary

Happy, sad, tired, hot, cold, cup, hello, bye,

Maths

- Combine objects like stacking blocks and cups.
- Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.

During small group sessions, we will be singing some number rhymes and use our fingers to show numbers. Opportunities for stacking objects are available throughout the playroom. Children are encouraged to put objects away when they have finished playing with them.

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Enjoy sharing books with an adult.

By singing familiar nursery rhymes we can expand on the children's knowledge and begin to introduce basic rhyme. Children will be encouraged to join in with singing during group times. From the information gathered during our All about me conversations, we are then able to sing some of our children's favourite songs and rhymes to ease their settling in period.

Key Vocabulary

Understanding the World

- Repeat actions that have an effect
- Make connections between the features of their family and other families.
- Notice differences between people.

As children settle into REY, we will join in with games, repeating actions that have an effect i.e putting cars down a ramp, ready steady go games. As we talk about differences in our families, the children will be able to notice differences. We will add some photos to our playroom and house corner to be able to discuss the differences we see.

Key Vocabulary

Personal, Social and Emotional

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Engage with others through gestures, gaze and talk.
- Find ways of managing transitions, for example from their parent to their key person.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Thrive as they develop self-assurance.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.

As we welcome our new children into REY, we will be getting to know our children and finding ways to ease their transition from home to early years.

Children will be encouraged to play with others to begin to build relationships with staff and children. As we get to know each child, we will be talking about the differences in our appearance and our families. During group times we will

Expressive Arts and Design

- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Join in with songs and rhymes, making some sounds.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

Singing familiar nursery rhymes and songs, we will encourage the children to complete the songs. Children have the choice of participating in creative experiences that are on offer. Painting, drawing, collage experiences are on offer daily. Children will be able to make their own decisions of which materials to use.

Key Vocabulary

begin to talk about how we are feeling and labelling our emotions.

Key Vocabulary

Sad, happy, angry

Physical

- Enjoy moving when outdoors and inside.
- Sit without support.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

The children develop their gross motor skills on a daily basis while moving and playing outdoors. Through the use of obstacle courses, using large loose parts outdoors, the children will develop their gross motor skills. Children will be encouraged to sit independently during small group sessions. One handed tools will be available in areas such as sand and playdough, for children to explore with their dominant hand.

Key Vocabulary

Visits and visitors

As we have lots of children just beginning their learning journey in to REY, we want to ensure that all of our children are happy, settled and comfortable with our room and garden area before we venture out.

Towards the end of the half term, we are hoping to have a trip to the park, to have a look for signs of Autumn.

We will be visiting the school grounds during the sessions to become familiar with the school and grounds.

How can you help at home?

- Label/ validate feelings in conversation – I'm happy today, I can see that has made you sad. What makes you happy/ sad. Empathise if someone is sad 'I'm sorry you feel sad, what can I do to make it better for you?
- Encourage your child to be more independent with clothing, teach your child to take off and put on own shoes and coat/ jacket. Encourage your child to walk independently rather than in a pram for short walks.
- Giving your child time to talk. Sing nursery rhymes, share bedtime stories and chat about what you are doing during the day.