



Redscope Early Years

Autumn 1

This is Me

Communication and Language

- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Use gestures like waving and pointing to communicate.

We will be learning familiar nursery rhymes every day as part of our group sessions. Children will be encouraged to use their words and ask for help when needed. Group times will be introduced to encourage listening to others as we settle in our new friends

Key Vocabulary

Happy, sad, tired, hello, bye,

Maths

- Combine objects like stacking blocks and cups.
- Put objects inside others and take them out again.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

We will use stacking blocks and boxes for children to be able to stack, build and push over. Within the house corner there are bags for transporting & collecting objects. During every day experiences and games, children will count and use numbers in a sequence.

Key Vocabulary

In, out, too big, too small, fit, numbers 0-10

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 some new nursery rhymes. 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

Nursery rhymes, books, pages, turn,

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 in each other.

Key Vocabulary

Push, pull. Ready steady go, race, mum, dad, sister, brother, uncle, auntie, grandparents

Personal, Social and Emotional

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- 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. During group times we will learn our friends names, begin to talk about how we are feeling and labelling our emotions.

Key Vocabulary

Sad, happy, angry, tired,

Expressive Arts and Design

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

As we involve children with lots of singing in group times and throughout the sessions, children will be encouraged to join in with their voice.

We will explore with paint, playdough, glue & other materials each session and encourage children to take part in these experiences.

Key Vocabulary

Paint, splat, brush, pour, push, pull, twist, spread

Physical

- *Lift their head while lying on their front.*
- *Push their chest up with straight arms.*
- *Roll over: from front to back, then back to front.*
- *Enjoy moving when outdoors and inside.*
- *Sit without support.*
- *Begin to crawl in different ways and directions.*
- *Pull themselves upright and bouncing in preparation for walking.*

During sessions, indoors and out, we will be developing children's physical skills and ensuring the early basic physical skills are met. Through games and apparatus such as soft play and trim trails these skills will be developed daily. Yoga will be introduced at the beginning of the session to develop these skills.

Key Vocabulary

Roll, lift, push, pull

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 within our room and garden area before we venture out.

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

How can you help at home?

- Encourage your child to be independent and make their own choices. Can you give them a choice while getting ready - "Can you carry your bag today?" "What top would you like to wear today?"
- Giving your child time to talk. Sing nursery rhymes, share bedtime stories and chat about what you are doing during the day.
- Begin to talk about feeling happy, sad, angry. "I can see you're feeling a bit angry right now"
- Encourage your child to walk independently rather than in a pram for short walks.