

## Parents' Noticeboard

PE this term will be on a **Tuesday**.

PE kits will be sent home at the end of each half term to be washed.

### Play & Learn Session

Tuesday 19<sup>th</sup> December 2017

9.00am-10.00am

Do you have any boxes or cartons we could use for making models? Boxes of all sizes would be fantastic!



Watch out for weekly BLOGS informing you of your child has been learning that week.

Thank you from all the Reception staff

# Reception All About Me



Autumn  
2017

## Curriculum Overview

This term our topic is 'All About Me'. The children will be learning about their emotions, their bodies, their families and their senses...and of course CHRISTMAS!

**This Autumn Term Reception are learning...**

### **Communication & Language**

- To listen carefully in different situations with increasing attention and recall.
- To sit quietly during an activity.
- To follow and respond to simple instructions e.g. to get or put away objects.
- To begin to understand 'why' and 'how' questions and asks questions about why things happen and give explanation
- To speak clearly, showing awareness of the listener.
- To use language to imagine and recreate roles and experiences in play situations
- To talk about past, present and future events in their own lives, using the correct tense.

### **Expressive Arts & Design**

- To tap out a simple repeated rhythms and maintain a steady beat.
- To explore the different sounds of instruments and how these sounds can be changed.
- To explore how colour can be changed by mixing primary colours together and black and white.
- To use various construction materials to make models.
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form e.g. painting/collaging portraits, using reclaimed materials, printing.
- To build up a repertoire of songs and dances, responding to music by imitating movement.
- To act out well known stories e.g. Diwali, After the Storm by Nick Butterworth.

### **Personal, Social & Emotional Development**

- To form good relationships with peers and familiar adults.
- To play together, share and take turns.
- To know and follow the school rules.
- To develop confidence to talk to other children when playing and talking about their family and home.
- To develop confidence to try new activities and ask for help.
- To work collaboratively as part of a group .
- To persevere to complete self chosen and directed tasks.
- To understand emotions and visual clues.
- To begin to solve problems with peers through negotiation.

### **Physical Development**

- To hold a pencil using the tripod grip and 'froggy legs'.
- To show developing control and pressure using a pencil to draw or write.
- To travel with confidence and skill around, under, over and through balancing and climbing equipment.
- To use scissors with increasing control and accuracy.
- To move with increasing confidence and safety, negotiating space.
- To begin to form some letters correctly (See Literacy)

### **Understanding the World**

- To talk about their families and special events in their own experience.
- To join in with different customs and festivals e.g. Diwali & Christmas.
- To talk about the features of their own immediate environment and how environments might vary from one another e.g. weather with 'After the Storm' by Nick Butterworth.
- To make observations about the environment, looking at the seasons (Autumn) and explaining why some things occur, and talk about changes.
- To know about the five senses: sight, smell. Touch. Taste and hearing.
- To name the external parts of the body.
- To use I pads to access age appropriate software e.g. Purple Mash.

## Literacy

- To write their first name independently with all letters correctly formed.
- To hear and say the sounds in simple 2 and 3 letter words.
- To use phonic knowledge to blend sounds together to read simple 2, 3 and 4 letter words.
- To begin to read words and simple sentences, using sound buttons and sight vocabulary.
- To use phonics to spell simple words.
- To be able to write a simple sentence using phonics to spell words e.g. 'I can see cat.'
- To begin to correctly form some letters of the alphabet: Long Ladder Letters l, i, t, u, j, y
- To spell some common exception words: I, no, the, go, to, into.

## Phonics

The children have daily phonic sessions. They will be introduced to a new sound each day and will practise the skill of blending to read and segmenting to spell simple 2, 3 and extending to 4 letter words.

### Phase 2 Sounds:

Set 1- s, a, t, p

Set 2- i, n, m, d

Set 3- g, o, c, k

Set 4- ck, e, u, r

Set 5- h, b, f, ff, l, ll, ss

### Phase 3 Sounds:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

ch, sh, th, ng, ear, air, ure, er, ar, or,  
ur, ow, oi, ai, ee, igh, oa, oo.

Please refer to your Phonics booklet for more information and detail.

## Mathematics

- To recognise and write numbers to 10.
- To select the correct numeral to represent up to 10 objects.
- To accurately count a set of objects by saying one number name for each item.
- To accurately count out a specific number of objects up to 10 from a larger group.
- To count objects to 10 and beginning to count beyond 10.
- To count an irregular arrangement of 10 objects.
- To place numbers in order.
- To say the number that is one more than a given number.
- To say the number that is one less than a given number.
- To identify which is more or less when comparing two groups of objects, using the vocabulary more, less and fewer.
- To begin to use the vocabulary involved in adding and subtracting, in practical activities.
- To find the total number of items in two groups by counting them altogether.
- To recognise and name 2D shapes and use some mathematical vocabulary to describe them. e.g. flat, curved, straight, sides, corners.
- To select a particular named shape.
- To order two or three items by height using direct comparison.
- To measure short periods of time in simple ways.
- To use everyday language to talk about weight and time to compare quantities and to solve problems.
- To order two or three items by weight using direct comparison.
- To use familiar objects and common shapes to create patterns
- To recognise, create and describe patterns.
- To describe their relative position such as 'behind' or 'next to'.

Please remember to keep practising your core words on your green card.