

By the end of the first half term your child should be able to:

Communication and Language Development- be able to sit independently for carpet sessions, understanding that they need to focus on what the adult is saying. They should be able to take turns in conversations and show an awareness of the needs of the listener, changing their tone and language as necessary. Children should be constantly expanding their vocabulary in using new words in different contexts. They should be able to ask and answer simple questions and their explanations should show their ability to use language to organise, sequence and clarify thinking, ideas, feelings, events.

You can support their learning at home by: Allow plenty of time for them to think of answers to questions (resist the urge to jump in and answer for them). Read to them every day – including non-fiction books. Limit screen time to a maximum of 1 hour a day (this is tablets/laptops/tv and phones). Too much time watching electronic devices inhibits language development and concentration.

By the end of the first half term your child should be able to:

Physical Development – be able to manage their personal hygiene independently including wiping their own bottom and using tissues without reminders. They should be able to hold a pencil using a tripod (a comfortable three finger) pencil grip and write the first letter of their name. They should be able to cut along a line using a comfortable scissor grip

You can support their learning at home by: Encourage them to be independent in toileting and dressing. Try not to wipe their bottom for them – it is much better if you talk them through the process rather than do it for them. Give them lots of opportunities to draw and paint. Try the dough disco (<https://www.youtube.com/watch?v=i-lfzeG1aC4>) and take them to the park – encouraging them to climb. All of these will build up the muscles they need in their hands so that they can begin to form letters in a conventional way.

By the end of the first half term your child should be able to:

Literacy: – be able to hear the first sound in a word. They should be able to blend the sounds in simple words – if you say ‘I need a p-e-n’, they should say the word ‘pen.’ They should be able to name the first 16 phase 2 sounds. They should be able to segment the sounds in simple words for example if you ask them to segment the word cat they should say ‘c-a-t.’ They should be able to hear rhymes in stories and continue a rhyming string, these words can be nonsense words e.g fish – dish, bish, mish.

You can support their learning at home by: playing lots and lots of I-spy games. Read to them every day! This is the most powerful tool you have in supporting your child in language and literacy development.

By the end of the first half term your child should be able to:

Maths Development – be able to recite the number sequence forwards and backwards to/from 10. They should be able to count – saying one number name for each object to 5. Your child should be able to recognise amounts to 5 (subitise) without counting them- this takes a lots of practise! Children should be able to identify where objects are by using prepositions (under/on top/next to/behind etc). They should begin to understand that numbers can be made up of smaller numbers (number bonds) e.g 5 can be made up of 2 groups of objects - 3 and 2.

You can support their learning at home by: using everyday situations to count – count steps or stairs as they walk. Model using prepositions in your every day conversations. Play lots of maths games.

If you have any questions about the curriculum or how you can support your child then please come to chat to me. Miss Barbara

Physical Development

Woodwork area – practices some appropriate safety measures without direct supervision.

Community blocks - Collaborates with others to manage large items such as moving planks. Write from the start- early pencil control – handles tools with increasing control.

Note to Birt - Shows a preference for a dominant hand
Uses a comfortable grip with good control when holding pencils
Forms letter like shapes. Writes their name Ongoing: Write From the Start- draws lines and circles using gross motor movements.

Mathematics

Block play - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

Where is Sudden hill –May enjoy making simple maps of familiar and imaginative environments, with landmarks

What fits in the box? Compares length, weight, capacity__

Tackles problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy –

Maths carpet times Recites number sequence forward and backwards to 10. Counts with 1-1 correspondence to 5, subitise to 5. Begins to understand number bonds.

Ongoing: Introduce doodlemaths.

Understanding the World

Introduce wildlife garden - Explores the natural words around them

Pond dipping - Makes observations of animals and plants and explains why some things occur, and talks about changes
Where is Sudden hill – maps - Draw information from a simple map.

Establishing new friendship groups - Knows that other children do not always enjoy the same things, and is sensitive to this.

Expert Board - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

Personal, Social and Emotional Development

Settling into a new class – separates from main carer with support. Shows confidence in asking adults for help.

Making new friends and consolidating established friendship groups – takes steps to resolve conflicts with other children (finds a compromise).

“Expert Board” – Describing ourselves in positive terms and talking about abilities

Learning how to use the new environment – selects and uses resources.

Outings, visitors and events – aware of boundaries set and behavioural expectations.

Communication and Language

How will you cheer up your teddy bear? - Uses talk to organise, sequence and clarify thinking, ideas, feelings, events.

Mr Climbfiere poem - Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.

Philosophy for children - Uses new vocabulary in different contexts feel sad when Takes turns in longer conversations.

Uses new vocabulary in different contexts
Do you need friends? - Asks questions to extend knowledge and consolidate understanding
Uses talk to organise, sequence and clarify thinking, ideas, feelings, events.

Reception Autumn 2023

Here are some of the learning experiences we will use to explore our theme:

Ourselves

Core texts: PLEASE DO NOT READ THESE BOOKS AT HOME UNTIL WE HAVE COMPLETED THEM AT SCHOOL.



Special Events/Festivals

Macmillan Cake Sale
Harvest festival
Individual School pictures
Movie Night

Literacy

Talking tables – Enjoys creating texts to communicate meaning for an increasingly wide range of purposes.

Birt's Diary- Hears and says the initial sound in word.

What makes a good friend? - Begins to segment the sounds in simple words and blend them together

Mr Climbfiere poem - Continues a rhyming string and identifies alliteration.

Letters to Isabel - Gives meaning to the marks they make as they draw, write, paint and type.

Ongoing: Reception classes to use the school library once a week.

Expressive Arts and Design

Self portraits - Creates representations of both imaginary and real-life ideas, events, people and objects

MudRoc wolf / Parrot puppets - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

Various role play and small world play -Introduces a storyline or narrative into their play.

DT table - Makes snips using scissors -stirrup/conventional scissors

Ongoing: Song of the week –builds a repertoire of songs.