



# Autumn Term (1) 2024

## Reception Curriculum Letter

Mrs L Ainscough & Mrs N Cassidy



Dear Parents/Carers,



A very warm welcome to the start of a new academic year and what an exciting time it is! We hope you all enjoyed the summer break together with your family. It has been so lovely to welcome the children into school following the summer holidays and we look forward to getting to know all the children in Reception class over the next few weeks. They all looked so grown up in their uniforms and have all enjoyed their first day in school. Please feel free to ask anything - no question is a silly one!

Each half term you will receive a curriculum letter outlining what your child will be learning over the next few weeks. We aim to include as much information as possible so that you are fully informed so when your little one says "I've done nothing today"... you have some ideas of the sorts of things they might have been up to 😊



A few notices:

- 🍁 We have a fantastic EYFS team across the Nursery and Reception class at St Mary's. In the Reception class there are three adults this year - Mrs Ainscough & Mrs Cassidy as the class teachers and the very experienced Teaching Assistant Mrs Swarbrick. Mrs Ainscough will be the Class teacher Monday - Thursday and Mrs Cassidy will be the Class teacher on Friday.
- 🍁 All teachers have release time during the week for PPA (planning, preparation & assessment). Mrs Swarbrick will be covering Mrs Ainscough's PPA time on a Thursday afternoon. Throughout the week we have small 'key worker' group time with either Mrs Ainscough, Mrs Cassidy or Mrs Swarbrick to sing songs/read stories/ opportunities for speaking and listening and 'Show and tell' including looking at 'magic' moments from home.
- 🍁 The children will do **P.E.** every **Friday afternoon**. Please can you make sure your child comes to school in their PE kit every Friday.
- 🍁 Everyday your child has access to a drink of milk in the afternoon. Please can you ensure that your child brings in a water bottle filled with water every day for them to access in the classroom.
- 🍁 We offer toast as an additional morning snack. The school office will send information out as to when this will be starting and you will pay for this termly if you so wish.

## Curriculum Meeting

On **Wednesday 25th September 2024 at 5.30pm** we will be holding a curriculum meeting. This meeting will give you more information about the, EYFS (Early Years Foundation Stage), curriculum and what your child will be learning. We will also give ideas about how you can support your child's learning at home.



## Come and See

In St Mary's school, the children are taught Religious Education through a teaching scheme called *Come and See*. Our first topic is 'myself', which teaches the children the importance of their name and that God knows and loves each one by name. Towards the end of this half term we will be looking at our second topic of 'welcome' which helps the children understand what it is to welcome and be welcomed and know baptism is a welcome to God's family.



To support learning in our *Come and See* Topic of 'Myself' and families can you please provide the following photograph via Tapestry:



- **A photograph of your child with their immediate family i.e. parents & siblings - people that live in their house.**

## Topics

Our topic in Reception for this half term is '**What makes me special?**' We will be focusing on getting to know our new friends, building relationships with other children and adults, learning new routines and settling into school life. In addition, we will be looking at growing up and how we have changed since being a baby, parts of our body and our senses and familiar places we like to visit with our family.

Your child will develop very quickly over this academic year. In the Early Years, planning from your child's interest is paramount for their development and enjoyment of each topic. To help with this we have included with this curriculum letter a 'planning map' for you to complete with your child. In the centre, you will see our topic for this half term. Please can we ask you to have a short discussion with your child about what they would like to know about the different areas we are going to cover. From this, we will then include these ideas in our planning so that your child receives a bespoke curriculum involving home, school and the child in the planning process. Please can you send the completed document back to us via tapestry. Any questions about this please just ask.

Our main texts for this half term are 'The Friendship Bench' by Wendy Meddour and 'Amazing' by Steve Antony. Other texts your child will explore are Hello, Friend! By Rebecca Cobb, What Happened to You? By James Catchpole, Mama Zooms by Jane Cowen-Fletcher, Superpower Like Mine by Dr Ranju and Susan Laughs by Jeanne Willis.



## Tapestry, Magic moments & parental involvement

At St Mary's we value parental involvement and particularly in the Early Years we regard this as a paramount ingredient to the successful outcome of your child's growth and development. We are looking forward to our much loved stay and play sessions and inviting you into our class. These are a great opportunity for you to be involved with your child's learning. Look out for an additional letter/class dojo message with the date and time of our first stay and play which will be a breakfast session.



Reception use an online learning journal to record your child's development and achievements. All observations made (photographs and videos) will be recorded in the online journal or in the class floor book.

You should have received a letter about Tapestry (which was sent home at induction in the summer term). Once we have received the agreement back from you we can add your email address. You will then be sent an activation email for you to use to access your child's learning journey. We update the learning journal regularly so that you can have regular feedback on what your child has been doing in school. You will be able to see what observations have been made each day and add your own stories of your child's life outside of school.

Please let us know if you have not yet done this or are having difficulties as we will try and help as much as possible to get you online. As well as viewing our observations we would warmly welcome yours from home. Please feel free to upload pictures with a description of what your child has done over the weekend and in the evenings. The adults in Reception class will then be able to comment on them. We will also use these as speaking and listening opportunities to share in class.

Magic moments are another way in which you can contribute to your child's learning journey. They are to be completed by an adult when you see your child do something that perhaps you haven't seen before or make you go 'wow' or smile. Please entitle your tapestry upload with 'magic moment'.

### Class Dojo

Class dojo is a fantastic way of seeing your child's achievements each day and it can also be a useful tool to communicate to us about anything that maybe on your mind. We will be uploading notifications and messages via here a lot so please make sure you access it daily. An activation email has been sent out already. Please let us know if you are struggling to access. Please note that we can't always read dojo messages during the school day so any urgent messages need to be given to the school office.



## Outdoor Provision



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Each day the children have access to outdoor provision which can get a little messy and wet. It is important that your child has a waterproof coat and wellies (which are to be left outside the Reception classroom) as we enjoy playing outside - whatever the weather! **Please can we ask you to bring a pair of wellington boots to school as soon as possible.** Please can you ensure that your child's belongings are **clearly labelled with their name.** We also ask that your child has a waterproof/puddle suit in school so they can take part in our 'Togged up Tuesdays' and 'Forest Fridays'.

## Author of the Half Term

Our Author for Autumn Term is Jill Murphy! We will be reading lots of stories by Jill Murphy and learning one by heart.



We hope you find the above information useful together with the curriculum overview attached to give you a flavour of what exciting new learning your child is taking part in. In early years, lots of planning is done from the children's interests therefore activities may change and develop in different ways throughout the half term.



We look forward to working with you over the next year and getting to know your child and their wonderful family along the way.

Yours Sincerely  
Mrs Lisa Ainscough & Mrs Nicola Cassidy  
Class Teachers



*With Christ We Live, We Love, We Learn, We Grow*

## Come and See

Our topic in Reception this half term focuses around the family and 'myself'. Every person needs to come to an understanding of who they are to appreciate their value and uniqueness, the wonder and mystery of life. God creates each person in love, in his own image and likeness. Living in thanksgiving, acknowledges God who knows and loves each person - "me". The children will begin to understand the importance of their name and that God knows and loves them by name.

## Autumn Term 1 What Makes me Special?

### Mathematics

Pupils will:

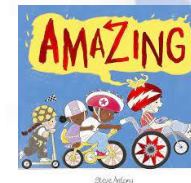
- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- Compare sets of objects by matching
- Begin to develop the language of 'whole' when talking about objects which have part

### Physical Development (PD)

- Show preference to a dominant hand.
- Handle tools, objects, construction and drawing materials safely and with increasing control, (developing strength of hand arches, fine motor strength, in-hand manipulation, pincer grip, thumb opposition)
- Use a pencil and hold it effectively with correct pencil grip.
- Begin to form recognisable letters
- Write name using correct letter formation, including capital letter
- Jump for a distance and land appropriately
- Hop on both feet.
- Underarm throw for distance
- Overarm throw for a distance
- Watch with increasing accuracy
- Climb with confidence under, over and through climbing equipment

### Communication and Language (CL) & Literacy

- Understand concepts about print □ direction of print (L - R / top-bottom/ left pg. before right) □ name parts of the book (front / back / page) □ know difference between word/letter □ follow 1-1
- Begin to be aware that sentences starts with a capital letter and end with a full stop
- Read individual letters by saying the sounds for them - in line with phonics RWI programme
- Blend sounds into words to read short words made up of known letter-sound correspondences, applying phonics to read VC and simple CVC words
- Begin to read a few common exception words - in line with phonics programme
- Begin to read simple phrases / sentences, applying phonic knowledge
- Begin to re-read books to build up confidence in word reading, fluency & understanding
- Use some of their print and letter knowledge in their early writing
- Begin to compose and orally rehearse a label / caption / short sentence before writing it
- Begin to spell words by identifying the sounds and then writing the sound with letter/s, VC and simple CVC words - in line with phonics programme
- Begin to write labels / captions / simple sentences
- Begin to re-read what they have written to check that it makes sense
- Write own name correctly, using correct letter formation
- Begin to form some lower-case letters correctly
- Understand how to listen carefully and why listening is important
- Listen to and enjoy a variety of stories/poems/rhymes/non-fiction text
- Learn and use new vocabulary linked to daily routine / theme / text
- Predict some of the story line and vocabulary
- Talk about story events, characters and setting with support
- Begin to show an awareness of how stories are structured
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Answer questions with relevant comments and begin to ask questions to find out more
- Begin to articulate their ideas and thoughts in well-formed sentences
- Begin to connect one idea or action to another using a range of connectives
- Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text



## Understanding of the World (UW)

- Explore the world around me, making observations and drawing pictures of myself and others.
- Know similarities and different between the natural world around me.
- Work and play cooperatively and take turns with others.

Head, nose, ears, neck, leg, knee, foot, toes, arm, hands, fingers, chest, tummy, baby, toddler, teenager, adult, elderly, sight, sound, taste, smell, touch.

- What is a timeline? (*Once there were Giants* by Martin Wadell)

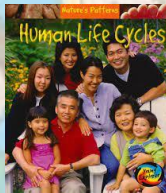
Then, before, now, next, soon.

- How I have changed since I was a baby?
- Who is in your family?
- Who is special to me?
- Know the name of their school.
- To know a map is a picture of a place.
- Name and locate key places around our school site.
- To make a map showing key features of our school.

Playground, hall, woods, library, school, path

- To know the names of the seasons.
- To know what each season looks like.
- To observe what our weather is like today.

Autumn, spring, summer, winter



## Expressive Arts & Design (EAD)

- Begin to develop complex stories using small world equipment
- Begin to develop storylines in their pretend play - including those linked to focus text
- Begin to listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own
- Begin to explore and engage in music making and dance
- Making verbal plans and material choices. Developing a junk model.
- Improving fine motor/scissor skills with a variety of materials.
- Joining materials in a variety of ways (temporary and permanent).
- Joining different materials together.
- Describing their junk model, and how they intend to put it together.
- To know there are a range to different materials that can be used to make a model and that they are all slightly different. Making simple suggestions to fix their junk model.
- Explore junk modelling, tinkering with temporary and permanent joins, and a range of materials. Create basic models

## Personal, Social & Emotional Development (PSED)

- Getting to know each other and learning each other's names
- Learning to take turns and share
- Learning boundaries and rules of Reception. Following instructions.
- Starting school
- Helping to look after our resources and classroom. Tidying away toys and helping others.
- Helping other children and adults when they need it.
- Trying new activities
- Outdoors - Introduce a 'Friendship bench' where children can go if they need a friend to play with.
- Discuss own feelings and feelings of others - Happy/Sad
- Developing self-regulation
- Daily routines: □ Introduce visual timetable
- Recognising similarities & differences between self and peers: □ Talk about favourite activities / games - in school and at home
- Try new activities

