



## Autumn Term (2) 2024

# Reception Curriculum Letter

Mrs L Ainscough & Mrs N Cassidy



Dear Parents,



Welcome back after the October half term holiday. Hope you all managed to enjoy some autumn walks and time with your friends and family.

### Topic

This half term our topic will be called “**How do seasons change**”? We will be looking closely at Autumn time and seasonal changes. Our main texts for the half term will be ‘The Little Red Hen and The Leaf Thief by Alice Hemming. The children will also be exploring the following texts: Owl Babies, After the Storm, The Very Helpful Hedgehog and Tidy as well as some non-fiction books about autumn.

We will then move on to look at Christmas celebrations and toys now and in the past. If you have any toys, teddies, books or photos of old toys that you could photograph and upload to your child’s tapestry account they would be a great starting point for our show & tell to help promote speaking & listening.

### Vocabulary

Here is a list of vocabulary, which we will be exploring during our topic this half term. The words to support our historical development are **old, new, young, today, yesterday, tomorrow, past, present, artefact, long ago, now, then, before, after, change, different, invention, chronology, memory and compare**. Some words we will be exploring to support our scientific development are **Summer, autumn, winter, spring, gripped, dew, trees, wise, shiver, bowers, shimmering, scamper, chill, blossom, melting, flit, cold, frosty, windy**.

A few notices:

- 🍂 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. Please remember no juice is allowed in their bottle.
- 🍂 As mentioned at our meet the teacher evening please can you encourage your child to be independent with putting their coat on and off as well as packing and unpacking their school bag.
- 🍂 In our celebration assembly on Friday’s children can show any certificates they have achieved e.g. swimming certificates.

### Religious Education

We will begin the Autumn 2 term finishing off our welcome topic where we will be looking at how to make someone welcome as well as how we are welcomed into the church through Baptism. The children will be looking at Judaism as part of our other faiths work which will be done over the course of a week. We will then move onto our topic of Loving



where we will look at Advent & Christmas together with celebrations – in particular Birthdays.

### Outdoor Provision



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 you ensure that your child's belongings are **clearly labelled with their name**.



### Tapestry

Hopefully everyone is able to access Tapestry and are enjoying viewing your child's learning journal. If you have any difficulties accessing this please do ask and I can ensure you have full access to your child's area. 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'.

### 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.



### **Christmas - A little advance warning...**

Christmas is fast approaching and we are excited to be able to do our annual Christmas Nativity performance in school for parents. Nursery and Reception class will be working together to present 'Wiggly Nativity'! The EYFS Christmas performances will be on Tuesday 10<sup>th</sup> December at 2pm and Wednesday 11<sup>th</sup> December at 9.30am. More information about tickets will be sent out from the school office in the next few weeks.

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.

Yours Sincerely

Mrs Lisa Ainscough & Mrs Nicola Cassidy

Class Teachers





## Autumn Term 2

### How do the seasons change?

#### 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

#### 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 parts

#### Personal, Social & Emotional Development (PSED)

- Keeping safe indoors and outdoors
- Keeping safe online
- People who help to keep me safe
- Taking steps to resolve conflicts with others
- Giving to others – kindness
- Respecting each other's differences e.g. black history
- It is ok to like different things

#### 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

## Understanding of the World (UW)

### Seasons

Explore the natural world around them, making observations and drawing pictures of animals and plants. Observe what the weather is like.

Understand some important processes and changes in the natural world around them, including seasonal changes. Know what each season looks like.

Describe their immediate environment using knowledge from observation, discussion and stories.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know the similarities and differences between the natural world around drawing on experiences of what has been read in class.

Understand some important processes and changes in the natural world around them, including seasonal changes. Know the names of the seasons.

### Toys

What are our toys like today?


What are other people's toys like? What was my favourite toy when I was a baby?

How can we tell these toys are old?

What were our grandparents' toys like and how do we know?

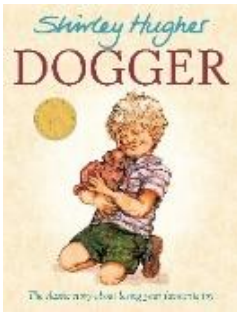
What playground games did children used to play?

How is my teddy different from the very first teddy bears? How is it the same?



## Expressive Arts & Design (EAD)

- Explore mark making using a range of drawing materials.
- Investigate marks and patterns when drawing.
- Identify similarities and difference between drawing tools.
- Investigate how to make large and small movements with control when drawing.
- Practise looking carefully when drawing.
- Combine materials when drawing.



## Computing

### Programming Beebots

Learn the meaning of directional arrows and follow a simple sequence of instructions

Children will experiment with programming a Bee-Bot

Learn how to give simple commands

Understanding how to debug instructions, with the help of an adult, when things go wrong.

Forward, back, backwards, right. Left, arrow, direction, turn, straight on, directions, route, Programme, Circle,

Instructions, Algorithm

