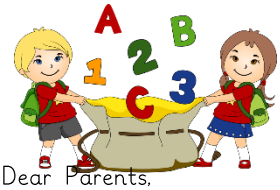


Autumn Term (2) 2026
Reception Curriculum Letter
Mrs L Ainscough & Mrs N Cassidy





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.

<u>Topic</u>



This half term our topic will be called "**How do seasons change**"? We will be looking closely at Autumn time and seasonal changes in our science and geography. 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.

<u>English</u>



In our English our main texts are 'The Little Red Hen' and 'The Leaf Thief' by Alice Hemming. Other fiction texts we will look at will include Owl Babies by Martin Waddell, After the Storm by Nick Butterworth, The Very Helpful Hedgehog by Rosie Wellesley, A Little Bit Worried by Ciara Gavin, Tidy by Emily Gravett. Some non-fiction texts we will look at are What Can You See in Autumn by Sian Smith and What's Inside? By Monica Hugh.

We will be focussing on the following:
Holding a pencil with a comfortable grip,
Writing our name with correct letter formation
Knowing the correct orientation of letters and words,
Spelling VC words e.g. an, as, at, if, in, is, it, of, on, up, am,
Beginning to spell simple CVC words e.g. dad, mum, cat, can, dog,
Beginning to write a simple caption e.g. I am...
Knowing that a caption is made up of words.

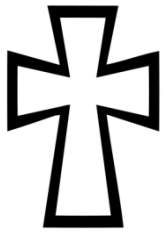


<u>Author of the Half Term</u>



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

<u>Religious Education</u>



In Religious Education our topic will be Prophecy and Promise. The focus of this branch is to develop an understanding of God's love. We will learn that God shows his love by sending his son Jesus to live with us and how Jesus is born to show us how to lover everyone. During this topic we will learn about how Mary was chosen by God to give birth to Jesus and about the birth of Jesus in the stable.

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 wonderful Mrs Swarbrick as the support assistant. 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 Owsianska 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.

Reading Books and Homework



Your child will be given a reading book when we feel they are ready for one. If your child has already been given a reading book please can you ensure that your child brings their reading book and reading record book into school on a WEDNESDAY. Their reading book will be changed (if needed) on this day only. Your child's reading book is important, however, this isn't the only book that they can read (or have a go at reading). Please encourage your child to read other books at home or in the library. If you wish to do so you can record the other books they are reading into their reading record book too. Home learning is given out/uploaded onto Tapestry as and when your child's phonics teacher feels they have new learning to consolidate at home. This may be every day. Please can you upload your completed home learning onto Tapestry. Thank you for all your support with home learning!

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

I hope that 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 you 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'.

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 'A Wriggly Nativity! The EYFS Christmas performances will be on Tuesday 8th December at 9.30am and Wednesday 9th December at 2.30pm. 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?

Literacy (L)

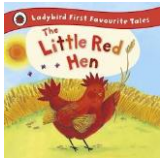
Reading

Children will:

Listen to and enjoy a variety of rhymes, songs, stories and non-fiction texts
Begin to develop an understanding of story structures
With support talk about stories, events, characters and settings Begin to re-enact / retell simple stories using some vocabulary and language structures from the text
Answer questions with relevant comments
Predict some story lines and vocabulary
Say how they feel about stories
Concepts about print
Know that a caption / sentence is made up of words; one-to-one correspondence
Be aware that a sentence starts with a capital letter and finishes with a full stop
Identify initial phonemes in words - alliteration
Orally blend phonemes in words
Use phonic knowledge to read [vc and simple cvc words]
Read labels, captions and simple sentences using current phonic knowledge
Follow the School's systematic synthetic phonics programme Read Write Inc: - Grapheme phoneme correspondence - Blending and segmenting skills - High frequency words

Writing
Hold a pencil with a comfortable grip
Write name with correct letter formation
Know correct orientation of letters and words
Spell VC words e.g. an, as, at, if, in, is, it, of, on, up, am
Begin to spell simple CVC words e.g. dad, mum, cat, can, dog
Begin to write a simple caption / sentence e.g. ■ It is a .... ■ It is on ... ■ It is an ... ■ I am ... ■ I can ... ■ .... is ... ■ It can ... ■ I got ... ■ I put ... ■ I had ... ■ On the ... ■ At the ... ■ In a
Know that a caption / sentence is made up of words; one-to-one correspondence
Spell simple common exception words linked to phonics programme





Communication and Language (CL)

Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, literacy sessions, sharing circles, PSHE sessions, Key worker times, story sessions, singing, speech and language interventions and assemblies. We will:
Begin to understand how to listen carefully and why listening is important.
Maintains attention, concentrates and sits quietly during appropriate activity.
Articulate their ideas and thoughts in well-formed sentences.
Listen to and talk about stories to build familiarity and understanding.
Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Mathematics (MD)

Children will:

Number

- 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.

Shape, space and measure

- Circles and Triangles
- Identify and name circles and triangles
- Compare circles and triangles
- Shap
- es in the environment
- Describe position
- Shapes with 4 sides
- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Physical Development (PD) Fine Motor

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.

Expressive Arts & Design (EAD)

Marvellous Marks - Drawing

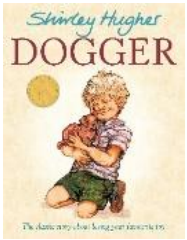
- Explore mark making using a range of drawing materials.
- Investigate marks and patterns when drawing.
- Identify similarities and difference between drawing tools.
- Investigate how to make large and small movements with control when drawing.
- Practise looking carefully when drawing.
- Combine materials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

Key Vocabulary: Hard long rough short smooth soft straight thick thin Wavy Circle Curved Line Squiggly Zig Zag Chalk Drawing, Felt Tips Marks Wax crayons Self-portrait Picture Artist, Observe Oil pastel

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

Key vocabulary: Fair, agree, turns, together, share.



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.
Key Vocabulary: Forward, back, backwards, right, Left, arrow, direction, turn, straight on, directions, route, Programme, Circle, Instructions, Algorithm

Understanding of the World (UW)

Geography and Science
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.
Key Vocabulary: Spring, summer, autumn, winter, gripped, dew, trees, wise, shiver, bowers, shimmering, scamper, chill, blossom, melting, flit, cold, frosty, windy.
History
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?
Key vocabulary: Old, New, Then, Now, Old-fashioned, Up-to-date, Worn, Mended, Modern, Young, Today, Yesterday, Tomorrow, Past, Present, Artefact, Long ago, Before, After, Change, Different, Invention, Chronology, Memory, Compare

Physical Development (PD) Gross Motor

In our PE we will learn:

To balance on small and large body parts in the shape of a star.

To send a ball/throwing equipment with increasing accuracy.

To jump and land appropriately.

To climb with confidence under, over and through climbing equipment.

To practice throwing overarm

To revise fundamental movement skills covered in the unit.