



Autumn Term (1) 2022

Reception Curriculum Letter



L Ainscough & Mrs N Cassidy



Dear Parents,

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 four adults this year - Mrs Ainscough & Mrs Cassidy as the class teachers and the very experienced and talented Teaching Assistants Mrs Swarbrick and Miss Bowler. Mrs Ainscough will be the Class teacher Monday - Wednesday and Mrs Cassidy will be the Class teacher on Thursday and Friday.
- 🍁 All teachers have release time during the week for PPA (planning, preparation & assessment). Miss Bowler will be covering Mrs Ainscough's PPA time on a Tuesday from 2pm and Mrs Cassidy's PPA time on a Thursday from 2.30pm. 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 Wednesday morning. **Please can you make sure your child comes to school in their PE kit every Wednesday.**
- 🍁 Everyday your child has access to a drink of milk after their lunch time. 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 which will be incorporated into your child's learning each day. 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 21st September 2022 at 6pm** 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, familiar places we like to visit with our family and seasonal changes of Autumn.

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 text for this half term is 'The Runaway Pea' by Kjartan Poskitt. Other texts your child will explore are 'Oliver's Vegetables', 'Supertato', 'Argh! There's a Skelton inside you' and a range of other ourselves themed storybooks. We will also be looking at lots of non-fiction texts about our bodies!



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 getting our much loved stay and play sessions back up and running this academic year and look forward to 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 in your child's school folder (which was sent home at induction in the summer term). Once we have received the agreement on the 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.



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 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'.

Vocabulary

Here is a list of Goldilocks words (words that are just right) for your children to learn over this next half term. The words are linked to ourselves: **son, daughter, niece, nephew, grandchild, celebration, caring, alike, hips, shoulder, freckles, skin, bones, heart, lips.** Some extra words (step on words) that you may like to explore are **relatives, relationship, descendants, similar, lungs, shin, calf.**

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.

Physical Development (PD)

- Hanging coats on cloakroom pegs fastening our zips/buttons on coats
- Changing into PE kits independently
- Using scissors with care - cutting out leaf shapes.
- Using brushes/pens/pencils with autumn colours/pictures
- Picking up conkers/seeds with tweezers etc.
- Throwing/kicking leaves.
- Moving in different ways like leaves.
- Bounce cones on the parachute to make them bounce off.
- Collecting leaves with wheelbarrow/spade.
- Play dough faces.
- Sensory play dough (smelly play dough, glittery play dough)
- Autumn tree fine motor threading
- Busy fingers - wrap a stick

Autumn Term 1 **What Makes me Special?**

Mathematics

- Number rhymes (5 current buns, 5 little leaves etc.).
- Measuring hands, feet our bodies with blocks.
- Order daily routine pictures on a washing line.
- Counting out foam hearts to match numeral.
- Photographs of different groups of children that can be counted, ordered and compared.
- Display simple height charts for the children to compare - their height with other people
- Look at 2D and 3D shapes in our homes. Make shape houses/people.
- Counting hops, jumps etc.
- Data handling - eye, hair colour
- Counting conkers/cones/leaves
- Hand/foot print repeated patterns
- Looking at pairs - arms, legs, feet. Counting in 2's.
- Using money at snack time

Communication and Language (CL) & Literacy

- Chatting together in continuous play - Encouraging children to talk about what they are doing, what they enjoy/like, family and friends, hobbies, birthdays, stories, what they can see and hear, what they would like to do.
- Encouraging children to talk to each other when eating their snack.
- Listening to favourite familiar stories and stories with familiar setting i.e. stories about starting school etc.
- Following instructions in activities and at play.
- Taking turns to speak
- Writing questions on sticky notes to ask other children and teachers.
- Have friendship words on stars attached to rods to make word wands. Children to use words in independent writing
- Drawing and labelling pictures of own family
- Saying what is good about ourselves
- Using small world resources to tell stories about friends.
- Books about the body/life experience books e.g. Maisie goes
- Taking about our family
- Autumn themed stories/poems/songs/action rhymes/finger rhymes
- Recall events in our Percy stories
- Share autumn theme vocabulary and display it. Autumn books to look at and share on display
- Role-play Area - Home Corner.
- Write their name on all work. Find their name for self-registration and for snack.
- Phonics activities following Read, Write Inc.
- Letter home about how they have settled into Reception.
- Begin Guided reading.

Understanding of the World (UW)

- Games including body part language - touch your head, pat your nose, wriggle your fingers etc. Label parts of our bodies.
- Guess Who? Baby pictures - talking about how we have changed.
- Small world people and families from a range of cultures and ethnic groups.
- Introducing children to their 'mini-me'. Children to use in their play.
- Family tree/looking at who is in our families
- Making comparisons between ourselves
- Looking at healthy and unhealthy foods - food faces
- Introduce mini me's to use in continuous provision
- Talking about eye and hair colour - looking in mirrors
- Explore senses. Investigating taste. Using blind folds to explore feely bags
- Books about ourselves on display, for sharing in continuous play
- Talking and learning about autumn.
- Making an autumn display together - leaves, conkers, seeds, twigs, investigating leaves- colours, shapes, textures, sizes - making observations, talking about what we see/hear/feel/smell
- Watching leaves outside falling from trees. Looking at the trees around our outdoor area. Sweeping leaves in our outdoor area.
- Exploration tray of leaves, cones, sticks in outdoor play area.

Expressive Arts & Design (EAD)

- Mixing colours - exploration and introduce mixing chart on wall. Naming colours. Handprint colouring mixing
- Music - introduce instruments for continuous play, CD of songs in music area, nursery rhyme book and CD, BBC Radio Nursery Rhymes online. Autumn songs/finger rhymes.
- Explore their sense of hearing. Provide pots, pans and utensils and display the question: How many different sounds can you make?
- Junk model people
- Provide large cardboard hearts, paints and brushes for the children to decorate. Display the hearts around the setting.
- Dressing people outlines with different materials
- Making faces with beads and jewels
- Singing head, shoulders, knees and toes and If you're happy and you know it.
- Hand and foot prints

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.
- 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 stop' where children can go if they need a friend to play with.
- Discuss own feelings and feelings of others
- Developing self-regulation

