




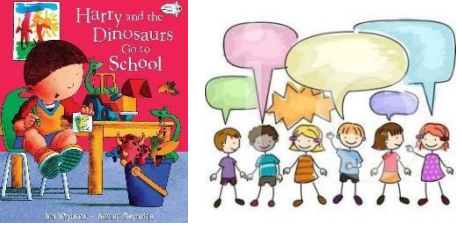

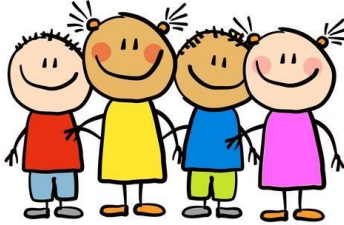




These are the topics and areas of the school curriculum that the children in Reception will be studying this half term. As you can see there is the key learning intentions for each area and some ideas for ways in which you could help support this learning at home. If you have any further questions about what is going on in our lessons, then please call in at the end of the school day and find out more.

English	Maths	UOW- The Natural World and Past and Present	ICT & Computing	Expressive arts and design	Communication and Language
<p>Talk for Writing: Rhymes and Poems plus Playtime rhymes by Sally Gardner</p> <p>Story Imitation/innovation: The Gingerbread Man</p> <p>Story Invention Weekly group golden story</p> <p>Non-Fiction Fact files- bears</p> <p>Daily Read Write Inc Lessons</p>	<p>Maths Mastery</p>	<p>The Natural World- Sealife creatures (Science)</p> <p>Past and Present (History)</p>	<p>Early Years (Reception), rather than a scheme with set lessons, the early years resources are designed to integrate into the day-to-day routine and set up of an early years setting with opportunities for using Mini Mash or Purple Mash as part of the EYFS curriculum to support children in working towards the early learning goals.</p>	<p>Autumn Art- Art</p> <p>All about me- Music Sefton Music Hub</p>	<p>Daily story time Nursery Rhymes / Poems</p> <p>Reading Spine: Harry and his Dinosaurs go to school The Rainbow Fish</p>
					
<p>In School:</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some letters accurately.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Communication and Language Link: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in storytimes.</p>	<p>In School:</p> <p>White Rose Maths: -Match, sort and compare -Talk about measures and pattern -It's me 1, 2, 3</p> <p>Mastering number: Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>	<p>In School:</p> <p>-Children will be encouraged to explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>-Children talk about members of their immediate family and community in the present.</p> <p>-They name and describe people who are familiar to them.</p> <p>-Children explore their identity and in doing so they explore changes that they have been through during their life-time.</p> <p>-Using the book 'PEEPO' by Allan Ahlberg they explore the concept of the past and gain a basic understanding of the word 'past'. They comment on images of familiar situations in the past.</p>	<p>In School:</p> <p>Mouse and Trackpad Skills</p> <p>Technology around us</p>	<p>In School:</p> <p>Art- The children will use the environment around them to create Autumnal pictures and hedgehogs. They will make pictures using a range of natural materials, focussing on their joining skills.</p> <p>They will be taught how to manipulate clay into a hedgehog form. They will use different tools to add detail. (Children will only be taught to use joining techniques if they are curious to progress to this stage.)</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Create collaboratively sharing ideas, resources and skills.</p> <p>Music- Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Sing in a group or on their own</p>	<p>In School:</p> <p>-Children are encouraged and shown how to listen carefully.</p> <p>-They are introduced to the concept that verbally expressing their ideas is really important and highly valued.</p> <p>-They develop social phrases to help them interact.</p> <p>-They learn to recite several nursery rhymes.</p> <p>-They are given daily opportunities to engage with texts.</p> <p>-Children are exposed to common exception words.</p> <p>-Children are supported to write their first name, using the correct letter formations.</p>
<p>At Home:</p> <p>Practice the formation of new letter sounds</p> <p>Encourage the children to retell the Gingerbread Man story.</p> <p>Sing nursery rhymes.</p>	<p>At Home:</p> <p>Compare objects by size and amount -Use a baseline to measure objects by length and height -Recognise numbers to 5 in the environment -Subitise objects to 5</p>	<p>At Home:</p> <p>Visit a sealife centre Draw pictures of their favourite sealife creatures Research their favourite creature</p> <p>Talk about your families and tell stories from the past.</p>	<p>At Home:</p> <p>Think about what technology you have at home that is <i>not</i> a smartphone, tablet, or computer for example washing machines, microwaves, kettles and toasters.</p>	<p>At Home:</p> <p>Encourage the children to explore their environment during the autumn season, collect seasonal objects and see what creations they can make with their finds.</p>	<p>At Home:</p> <p>Visit interesting places and talk about what you see. For example, parks, forests, beaches, shops and museums provide fantastic opportunities for your child to explore and experience different places.</p>

UOW- People, culture and communities (Religious Education)	PSED	Physical Development	Design & Technology
Which stories are special and why?	All About Me – feelings and emotions	Real PE- Footwork coordination and Static Balance Sports Led- Movement Development	Projects on a page- Sliders and Levers
			
In School:	In School:	In School:	In School:
<p>This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children begin to learn that they and others experience a range of emotions. They learn new vocabulary to be able to describe and express their feelings.</p> <p>They learn about facial expressions that show you how someone else might be feeling and how to deal with a range of emotions.</p> <p>Self-Regulation Identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p> <p>Building Relationships Build constructive and respectful relationships.</p>	<p>Footwork coordination and static balance- In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p> <p>-I enjoy working on simple tasks with help. -I can follow instructions and practise safely. -I can work on simple tasks by myself.</p> <p>Movement Development- How to move How to move safely Exploring movements Moving in different ways Moving in different directions Moving at different speeds</p> <p>Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Designing</p> <ul style="list-style-type: none"> • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. <ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project.
At Home:	At Home:	At Home:	At Home:
Identify some of their own feelings in the stories they hear.	At home the children and their families could discuss how all emotions are valid and respected. Discussions could take place regarding our class regulation station and methods of self-regulation could be trialled.	Revise and refine movement skills such as rolling, crawling, walking, jumping, running, hopping, skilling and climbing.	The children could design, make and evaluate their own constructions using lego, blocks or loose parts from home.