

## Important Information

### **CAT Day**

Reception CAT day is held on a **Monday**, once a fortnight. The dates for the Autumn Term are:

12th September, 26th September, 10th November, 31st October, 14th November, 28th November and 12th December.

On this day, the children will take part in a rotation of three sessions across the day: Music and Drama with Ms Parsons, Fine Motor Skills with Ms Taz and Art with Ms Rocio.

### **Clothing**

Your child will need to bring a change of clothes that remain in school for when needed either through toileting accidents or getting wet from water play or painting. In Reception we learn through a range of creative and sensory activities; messy play, water play, use of the mud kitchen and Forest School. Please ensure your child wears clothing that is suitable for messy activities.

### **Book Bags**

Please remind your child to bring a book bag to school every day; this can be the Park Primary bag or their own backpack. Within their book bag they should have their reading book, a book from the book corner 'library book' and their reading record. If your child does not yet have a green Park Primary book bag and would like one, they are available to purchase from your child's scopay account.

### **Homework**

In Reception we expect the children to complete the following homework:

- Read their reading book daily to an adult or older sibling. Please sign your child's reading record book at least twice a week, making a comment about their reading.
- Support your child with working towards their Next Steps for learning, which will be shared with you during 1:1's with the class teacher and during parent consultations across the year.

If you require any further information, please don't hesitate to speak to your child's class teacher or to Ms Hamlett, our Early Years Learning Lead, or Ms Cook, our Assistant Head Teacher for EYFS and KS1.

Thank you for your continued support.

# Reception Curriculum Information



## Autumn Term 2022

## How will I know how my child is doing?

Each child's key practitioners will be working in partnership with you. Their main practitioners are the classroom teacher and their classroom Learning Support Assistant. They will be sharing information about your child's interests, learning next steps for their learning journey and observations they have made of your children throughout each term. These are recorded in your child's Learning Journey book and on our online platform, Tapestry. EYFS practitioners use their professional knowledge to understand your child's level of development. If they have any concerns about your child's progress, they will discuss these with you. Three formal assessments take place during the EYFS Phase years;

1. Two-Year Progress Check- Which should be completed prior to your child starting in our Little Park Nursery or Reception year.
2. Reception Baseline Assessment- Completed at the start of the Reception year.
3. Early Years Foundation Stage Profile- Completed at the end of the Reception year and shared with you alongside a written report for each child.

As well as sharing your child's learning via Tapestry and in their Learning Journals, your child's learning in Reception will be shared in person with you throughout the year. These will be through;

- Parent consultations where your child's Next Steps for learning will be discussed
- Through invitations for you to come into school to share your child's learning inside their classroom- 'Sharing our Learning'
- Through invitations for you to come into school to share your child's learning through reading in Critchley Corner- 'Sharing our Reading'
- Through Parent workshops throughout the year to give you the opportunity to speak to practitioners about what the children are learning and how this is taught in school- The workshops will give you the opportunity to ask questions about specific areas of learning with some of our school's Subject Leads. They will also give you an opportunity to share ideas on how your children like to learn at home.

Please see the timetable to the right for dates on sharing your child's learning in Reception for 2022-23.

## Reception Parent Partnership Sessions 22-23

Term	10 adults for each date	10 adults for each date	10 adults for each date
<b>Autumn 1</b> Parent 1:1	1:1 meeting with child's class teachers in the 3rd week of children settling (WB:19.9.22)		
<b>Autumn 2</b> Sharing our Learning	Monday 5th Dec (9:00-9:30)	Thursday 8th Dec (9:00-9:30)	Friday 9th Dec (9:00-9:30)
<b>Spring 1</b> Sharing our Reading	Monday 16th Jan (9:00-9:30)	Thursday 19th Jan (9:00-9:30)	Friday 20th Jan (9:00-9:30)
<b>Spring 2</b> Sharing our Learning	Monday 20th March (9:00-9:30)	Thursday 23rd March (9:00-9:30)	Friday 24th March (9:00-9:30)
<b>Summer 1</b> Sharing our Reading	Monday 15th May (9:00-9:30)	Thursday 18th May (9:00-9:30)	Friday 19th May (9:00-9:30)
<b>Summer 2</b> Sharing our Achievements	EYFS graduation- Held at the park- Date tbc		

## **Personal, Social & Emotional Development**

Through Personal, Social and Emotional Development the children will learn to access their environment, take care of resources and they will become familiar with school life and daily routines. We will also talk about managing our feelings; understanding what acceptable behaviour is and following the school boundaries and routines. The children will also learn how to form good relationships with their friends and familiar adults. We put emphasis on building secure attachments with children across the Reception cohort as well as building strong partnerships with families.

### **Ideas for supporting your child at home:**

- Take part in a range of activities to help them approach new activities with confidence, e.g., swimming, climbing a tree, cooking, painting etc.
- Talk about our school routines and their upcoming learning opportunities like Forest School and after school clubs, so that they are prepared for changes in their routines.
- Encourage your child to take part in turn taking games and activities.

## **Communication & Language Development**

The quality of conversations children have with adults and peers throughout the day in a language-rich environment is emphasised in our curriculum. Reading frequently to children and engaging them actively in stories, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts throughout their day in free-flow activities, will be seen across the Reception year. These activities include conversation, storytelling and role play, where children will be

given the opportunity to share their ideas with support and modelling from their practitioners. We use two language and literacy programmes called Tales Toolkit and Helicopter Stories, more explanation of these will be in the Literacy section of this document. We also plan for key texts, songs and vocabulary throughout the Autumn Term. Many of our weekly play based activities will be planned around the key texts and vocabulary, encouraging children to listen attentively and to share their opinions with others. Helicopter Stories will support the children in developing their confidence in speaking through story sharing and performing.

#### **Ideas for supporting your child at home:**

- Enjoy the wordless picture books that will be shared with you and your child, encourage them to respond to the pictures and begin to build a narrative around the story.
- Comment on what children are interested in or what they are doing, echo back what they say with new vocabulary added to build on their language.
- Sing rhymes and engage in imaginative role play with your child to develop their language skills.
- Encourage them to express themselves using their voice, e.g., when asking for help.
- Encourage them to listen and respond to instructions and questions, e.g., May you pass me a fork please? Please put your coat on. Please put your books in your book bag. What did you do today at school?

#### **Mathematics**

It is essential that children develop the building blocks for early mathematics that will allow them to have a strong grounding in number and number patterns. Our environment is focused on providing opportunities for using concrete materials and manipulatives that can be used to count, organise and solve number problems through child-led learning. These might be activities such as pebbles and conkers in a tray with ten frames for arranging and counting or using block play to develop spatial reasoning skills. Adults will work alongside children through free flow play to model mathematical language and support them in looking for patterns and number relationships. It is through these activities that children can develop attitudes of interest in using mathematics and not be afraid to make mistakes.

Alongside our mathematical provision which can be found throughout the classrooms and garden areas, children will be part of a 10-15 minutes carpet session daily, which will concentrate on explicitly teaching a variety of mathematical skills each week. We use an NCTEM [National Center for Excellence in the Teaching of Mathematics] programme which includes the use of Numberblocks characters which can be found on Cbeebies and the Cbeebies website. These programmes have been recognised for

supporting children in mastering mathematical concepts, alongside an adult to model and scaffold their learning. We also have a weekly adult focus where children will complete a maths activity in small groups with a classroom practitioner, in line with the learning from the weekly carpet sessions. This learning is usually evidenced in the children's Learning Journal books, or on Tapestry.

This term in maths children will be working with numbers 1-5 to develop their skills in using 1:1 correspondence, linking number symbol to it's amount, ordering, comparing, subitising, using compositions for each of the numbers (through use of 5 frames and part whole method) and knowing the cardinal principle (the last number reached when counting a small set of objects tells you how many there are in total).

The children will also be exploring simple 2D shapes in their environment. They will also be using language of size looking at height and weight as well as looking and finishing patterns.

#### **Ideas for supporting your child at home:**

- Count different objects e.g. when laying the table counting the correct number of plates to put out etc
- Play board games that involve using counters, dice and moving spaces.
- Play 'I Spy...' with door numbers, numbers on buses and vehicle number plates
- Sing some number rhymes e.g. Ten Green Bottles, Five Little Speckled Frogs etc.
- Expect your child to use the skill of subitising. This is knowing that an amount is 1,2 or 3 when they see the amount and not needing to count them. They will then eventually do this with larger numbers as they learn composition, for example they may see 2 and 2 and know this is 4 without needing to count.

#### **Expressive Arts and Design**

The children will be encouraged to sing songs, make music and use a range of materials to create collages. They will learn to develop their imagination and begin to act out roles in our home corner and during small world play. The children will also have access to a range of musical instruments and will be learning to use their bodies to respond to what they hear, see, smell, touch and feel. Each Reception classroom and the garden have a different small world and role play area so that children have plenty of opportunity to access a variety of imaginative play areas.

We introduce the programme Helicopter Stories which allows children to come to an adult to tell a story either orally or through using the objects they are playing with. The class then acts out these stories at a given time in the day by making a circle to create a

stage. Emphasis is placed on valuing each child's story and being confident in having a go at performing.

This term we will look at ways of creating fireworks using various prints as we learn about Diwali and Bonfire Night. The children will learn a variety of songs and begin to perform these to an audience of their peers from other Reception classes. This builds up to the children performing to the whole school for our yearly Winter Showcase.

#### **Ideas for supporting your child at home:**

- Stick and paint recycled materials to make models e.g. rockets, aliens, animals.
- Sing songs with your child or ask your child to teach you the songs they are learning at home.
- Discuss the look, smell and texture of various foods.

### **Literacy**

#### **Reading and Writing**

Children will develop an awareness of books and talk about stories and characters using the pictures. They will learn how to recognise their own name and familiar words, signs and advertising logos.

In Literacy this term children will begin to understand the 5 key concepts about print – print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book and page sequencing. They will begin to develop their phonological awareness through our Reading programme, Read Write Inc; recognising and pronouncing sounds, hearing and saying the initial sounds in words, having a go at writing the sounds and beginning to put 3 sounds together to blend words for reading. Children will learn to read and begin to write their own name independently. Their name writing and letter writing will become more refined as they engage in further fine motor activities throughout the environment. We also implement 'disco dough dancing' which is a way to encourage all children to join in with building the muscles in their hands ready for early writing. In Autumn 2, children will be exposed further with the skill of segmenting the sounds orally and beginning to have a go at writing these sounds to make simple CVC words.

Through free flow, children will be given the opportunity to give meaning to marks as they draw, write and paint, e.g., letters, pictures, lists and greeting cards. Some of this will be through their own child-led learning, which is then supported by adults and some will be adult focused activities that are linked to our key text. Key texts this term are; All Are Welcome Here, Marvellous Me, The Big Book of Families, Don't Worry Little Crab, The Sandwich Swap and The Gingerbread Man.

#### **Ideas for supporting your child at home:**

- Provide plenty of opportunities for reading daily with your child. This could be reading favourite books at home and also listen to your child read their decodable reading book. Children will be sent home weekly with a decodable book, and blending book and a book of their choosing from the book corner
- Read comments made in your child's reading record, often practitioners will write your child's next steps for literacy in here for you to work on at home
- Hide sounds on post it notes around the house and play hide and seek with sounds
- Encourage your child to mark make and to talk about what they have drawn or written (even if they are marks, squiggles and lines).
- Give your child lots of opportunities to practise writing their name.

### **Understanding the World**

This term children will learn about 'Me, My Family, My Friends and My School'. Children will be learning about themselves and their families and lots of opportunities will be given to talk about what makes them unique, what is similar about themselves and others around them and what is different. This will be discussed alongside our texts Marvellous Me, Big Book of Families and All are Welcome Here. When the children are in for full days; they will begin their Forest School sessions with Mrs Nott. They will go to our Forest School areas in groups of 15. They will learn about some of the things they have observed such as plants, animals, natural and found objects. We engage in the books Goodbye Summer, Hello Autumn and Goodbye Autumn, Hello Winter noticing how seasons change throughout this term. There will be plenty of opportunities through free flow for children to explore and investigate natural objects, small world play, mechanical resources and computer based resources. This will encourage children to be curious about the world around them both inside and outside.

#### **Ideas for supporting your child at home:**

- Walk in the local park and discuss animals you see and changes to plants and trees through the seasons.
- Look through family photo albums and talk about past events. Support them in using computer based equipment and talk about what particular equipment is used for e.g. taking photos on a phone or camera, using a CD player or using a remote.

### **Physical Development**

Through Physical Development children will develop their fine motor skills such as using plastic tweezers, handling tools, construction and malleable materials and using scissors safely and with control. These opportunities will also ensure children build the

muscles in their hands needed for early writing and pencil control.

Children will learn how to get undressed and dressed for Forest School and observe the effect of exercise on their bodies when they use the PE hall and the outside areas. They will develop an understanding of basic hygiene, healthy foods and the importance of brushing teeth. The children will learn about how to keep safe and follow rules both in the school and when we visit the local park for forest school.

The children are able to access the outside area daily and are learning how to move freely with pleasure in a variety of ways. This will help with control, coordination and skills in rolling, crawling, hopping, going over, under and through obstacles.

This term we will be specifically looking at supporting children to develop their skills in hopping and skipping and safety around using the climbing frames in the hall. Collaborating with their peers to manage large items and begin to play small group sport activities such as musical statues, duck duck goose and other circle games with rules. We will begin to learn to remember sequences and patterns involved in dance routines. The children will also have circus skills with Mr Dan each week, where they will learn to balance plates and catch scarves for juggling.

#### **Ideas for supporting your child at home:**

- Give your child pens, pencils or crayons and let them explore with their own mark making.
- Allow your child to use child sized scissors, encourage them to concentrate on this skill and how to hold them appropriately
- Have a race with your child using tweezers or kitchen utensils to pick up objects to put them into a pot
- Encourage independent eating at home and trying new foods
- Ensure your child is cleaning their teeth twice a day, once in the morning and again in the evening before bed. Talk to them about the importance of good dental hygiene.
- Help your child become independent in putting on their coat and shoes