

Important Information

Forest School

Forest School continues with groups of 15 going from each class every other week. Occasionally across the term, Mrs Nott will take a whole class of 30 to explore other areas of the park. When there is a change in Forest School days there will be an update on Tapestry. This term the children will be looking at the changing season as we move from winter to spring. The children are also being encouraged in developing their physical and safety skills in using tools for hammering, cutting and carving. We continue to encourage children to become more independent in their self care skills and think about safety. Please encourage your child to be independent in dressing themselves at home and begin conversations around road safety and being safe at the park. Our safety phrases at Forest School are:

'No pick, no lick' – We do not pick living plants and we do not put objects we find into our mouths.

'No talking to strangers' – If we see someone we do not know we do not talk to them unless our key adult has introduced them to us.

'No touching sharp objects' – If we see a sharp object we must tell our key adult straight away.

All of these rules help our children to stay safe when exploring at Forest School.

Home Learning and Tapestry

In Reception we use Tapestry to encourage continued learning at home, linked to the learning within our setting. The Reception teachers will share observations of your children's interests and developing skills using the Tapestry Journal. These observations may include a Next Step for learning or an activity which you can encourage your child to engage with at home. We encourage you to share any specific learning experiences and family events with us on Tapestry so that the children can use the visuals and talk about this with their Key Adults and peers within Reception.

We also ask that you read books with your child daily to encourage a love of reading and storytelling at home. Children in Reception go home weekly with a decodable book for blending and a chosen book from the book corner.

If you require any further information, please speak to your child's teacher, Ms Hamlett our EYFS Learning Leader or Ms Cook our Head of Lower School.

Reception Curriculum Overview



Autumn Term 2024

Personal Social and Emotional Development

As the children develop secure attachments with their Key Adults and peers in class, they will be able to work together to develop individual strategies in building respectful relationships and expressing their feelings to others.

Children will be learning to:

- Develop their sense of responsibility and membership of a community
- Remembering rules without needing an adult to remind them
- Find solutions for conflicts and rivalries
- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Manage their own needs

Communication and Language

Through purposeful pretend play and exploration of books, small worlds and various environments across the setting, adults will support children in encouraging language rich conversations.

Children will be learning to:

- Use new vocabulary through the day
- Learn rhymes, poems and songs
- Retell the story once they have developed a deep familiarity with the text- some as exact repetition and some in their own words
- Understand why questions like "Why do you think the caterpillar got so fat?"
- Engage in non fiction books
- Understand how to listen carefully and why listening is important
- Articulate their ideas and thoughts in well formed sentences
- Be able to express a point of view and debate when they disagree with an adult or a friend using words as well as actions

Ideas for supporting your child at home:

- Read stories where characters' emotions and feelings can be discussed
- Ensure your child has a clear routine for the day so they are aware of what is expected of them

Ideas for supporting your child at home:

- Use small world and role play to pretend to be different characters at home eg, a baker, fire fighter, hairdresser, characters from favourite stories
- Read books of your child's interest, both fiction and non-fiction, pointing out specific vocabulary which your child needs to build on

Mathematics

Through play based maths activities and small group time sessions with their adults, children will be learning to:

- **Subitise** with numbers up to 10
- Show finger numbers up to 10 and use 10 frames to **subitise** to 10
- **Order** numbers 0-10
- Link number symbol (numeral) to its **cardinal number** value for number up to 10
- **Comparing** number 0-10
- Know **1 more** numbers 0-10, know **1 less** numbers 2-5
- Begin to explore the **composition** of 0-10 using 10 frame and part whole method
- **Experiment** with their own **symbols** and marks
- Form **numerals 0-10** correctly

Ideas for supporting your child at home:

- Play games involving number and tally charts at home
- Use Top Marks website to engage children in mathematical games online

Literacy

The stories this term are:

Stanley's Stick, Three Little Pigs, Little Red Hen, People Who Help Us, Enormous Turnip and Jack and the Beanstalk

Children will be learning to:

- Be consistent with blending sounds to read short words made up of known letter/sound correspondence
- Read some letter groups (digraphs, trigraphs) that correspond to one sound - nk, ng, ay, ee, igh, ow, oo
- Read a few common exception words (high frequency words)
- Begin to read simple sentences and phrases made up of common exception words and blending words
- Re-read these books to build up their fluency, understanding and enjoyment
- Begin to form letters correctly
- Spell words by identifying the sounds and writing the sounds with the letters
- Begin to know what a finger space is and use these in short sentence writing
- Begin to re-read what they have written to check if it makes sense

Ideas for supporting your child at home:

- Read the weekly blending, decodable book and book corner book with your child
- Make some library visits so your child can take out books that interest them
- Write messages about your child's reading and reading interests in their reading journal, weekly

Understanding the World and Expressive Art and Design

The children will learn through outdoor exploration, discussions on family and local community and pretend playing various community roles, creative activities and exploration, songs, rhymes and dances. They will also continue to read sections from the book 'Great Big Book of Families' and some texts from Think Equal stories to support them in developing their knowledge around people and their community.

In UTW Children will be learning to:

- Understand the key feature of the life cycle of a plant and animal
- Explore the natural world around them
- Describe what they see, hear and feel outside
- Show interest in different occupations
- Comment on images of familiar images in the past
- Compare and contrast characters from stories including figures from the past
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways

In EAD Children will be learning to:

- Create their own songs or improvise a song around one they know
- Explore and play instruments with increasing control to express their feelings and ideas
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

Ideas for supporting your child at home:

- Read books related to nature and the changes in seasons
- Look at your child's observations on Tapestry and discuss what they are making, designing or finding out about

Physical Development

This term adults will be focusing on providing opportunities for children to learn to:

- Start taking part in some group activities which they make up themselves or in teams
- Revise and refine the fundamental movement skills they have already required – rolling, crawling, jumping, hopping, skipping, climbing
- Use their core muscle strength to achieve good posture when sitting at a table/floor
- Confidently and safely use a range of large and small apparatus outdoors and inside, alone or in a group
- Develop overall body strength, balance and coordination
- Further develop and refine a range of ball skills
- Make healthy choices about food, drink, activity and tooth brushing
- Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times and personal hygiene
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

Ideas for supporting your child at home:

- Use children's interests to make their own journal where they can draw pictures, write, paint etc
- Provide opportunity for climbing and balance skills by going on walks to the park, using a bike or scooter