

# Reception Curriculum Information

## Autumn 2nd Half 2021



### Understanding the world:

I know that friends might do things differently to me, like having different foods at home or times that are special like Diwali.

I can use a painting programme on the computer or tablet to draw a picture.

I can explore the world around me, talking about natural processes like how light travels through materials and how objects cast shadows.

### How can I support my child?

Talk about celebrations your family have and celebrations you see other families enjoy.

Talk about pictures your child has created using technology.

### Expressive Arts and Design:

I like to use lots of different things like paint, paper, wool and material to make a picture.

I can cut, stick and fold the things I want to use in my picture.

I can use my arms, legs and body to move in different ways and pretend to be something else.

I can play next to my friends who are dressing up like me or using toys like me.

### How I can support my child?

Give me string, scissors, glue, tape and boxes to make a model.

Let me tell you a story about what I am doing when I'm dressing up and pretending to be a doctor or pirate.

### General reminders

- Please ensure your child arrives equipped and ready to start school every day by 8:55.
- Please keep us informed of anything which may affect your child within school.
- Please ensure everything is labelled clearly with your child's name - clothing, bags, water bottle, coats, hats, gloves etc.
- Please read with your child every day - school reading books plus a variety of other books from home or the library.
- Speak to your child's teacher if you would like any further information on how to support your child's learning at home.

## Welcome to Mole and Hedgehog classes

**Our teachers are Mrs Jones and Mrs Letchford (Mole Class) and Ms Nichols (Hedgehog Class).**

**Our teaching assistants are Miss Geelan and Miss Coleman.**

Please remember					
	Monday	Tuesday	Wednesday	Thursday	Friday
Book bag and water bottle	✓	✓	✓	✓	✓
Library book bag			✓		

PE is on Monday and Wednesday (Mole class) and Tuesday and Friday (Hedgehog Class). PE kits should stay in school and all bags and items must be clearly labelled with your child's name.

A named pair of wellington boots should also be kept in school for wet and muddy weather play. We go outside in all weathers so please ensure your child brings a sunhat/warm/waterproof coat as needed.

## Welcome back to the new half term.

This term our theme is Celebrations! We will be learning about the festivals of Diwali and Christmas. We will also be using our investigative skills to explore light and dark. Please see below some information about what your child will be learning in each area of learning this half term.

### Personal, Social and Emotional Development:

I ask grown-ups and my friends questions to find out more about the things I like.  
I know that, if I take my friend's toy or shout at them, they might get cross. I might get upset too, or I might try and help them.  
I am beginning to be able to tell my friend what they can do to help me if they make me upset or cross.  
I can bounce back when things don't go my way.  
I am learning to keep on trying when things are tricky and not give up.

### How can I support my child?

Listen to my questions and talk about possible answers.  
Let me tell you how you can help me when I'm making something.  
Talk to me about different things I can do when I feel cross or upset when playing with my friends.

### Physical development:

I can slow down or change the way I am going to stop myself from bumping into people or things when I play racing or chasing games.  
I can move on my feet, back or tummy to get over, under and through tunnels, climbing frames and steps.  
I can use different things like scissors, paintbrushes, pens or bricks to make the things I want.  
I can tidy away toys so I don't fall over them and hurt myself.

### How can I support my child?

Play games that exercise the whole body, at the park, swimming, walking together.  
Encourage independence with toileting, washing hands, dressing and undressing.  
Encourage holding a pencil correctly to form letter shapes in the way I have been taught.

### Communication and Language:

I can listen to what you tell me you want me to do and then I can do it.  
I can use words like, first, next, then when I am telling you a story or telling you about something I have done.  
I like you to use new words to talk to me about what I am doing, then I can use these words when I am playing.  
I can pretend to be different people and do different things like being a nurse making people feel better.

### How can I support my child?

Encourage your child to tell you about stories, events, experiences.  
Speak to your child using a wide range of language.  
When sharing a story ask questions like why, how, what, where?  
I can read short sentences with words like 'the', 'and' and words that I can say each of the sounds in, like 'dog.'  
I like to share different books like comics, poems, factual books and magazines.

### Literacy:

I am using letters in my writing, using the right letters to match the sound I make as I say the word.  
I can say each of the sounds in a short word like 'cat',  
When you say the sounds c,a,t I can put the sounds together to make the word  
I can write each of the letters I need to write the word.  
I can read short sentences with words like 'the', 'and' and words that I know each of the sounds in, like 'dog.'  
I like to share different books like comics, poems, factual books and magazines.

### How can I support my child?

Sound out words as you talk to your child – eg: can you j-u-m-p? Can your child tell you the word?  
Give you child opportunities to write e.g. a shopping list  
Make up stories together, look at different books and magazines to get ideas for stories.  
Listen to your child reading their school reading book regularly.

### Mathematics:

I use everyday things to make patterns and build models.  
I can recognise, describe and continue patterns.  
I can identify the repeating part of a pattern e.g. red, green, red, green.  
I can choose ways to sort and organize different objects e.g. grouping objects by colour, shape, material or use.  
I can count a small set of objects by touching each one and saying how many there are in total.  
I know that the last number I say is how many there are in total in a set of objects.  
I can compare groups of objects and say when there is the same number, even when the objects are different, for example when I have 7 cars and my friend has 7 marbles.

### How can I support my child?

Look for patterns around you - in fabrics, wallpaper and in nature.  
Use everyday things like buttons or plastic cups to create patterns and models.  
Look for opportunities to count objects for a purpose around the house or when out and about, for example counting fruit or vegetables into a shopping bag - can you get me 7 oranges?  
Play simple board games like snakes and ladders which involve counting steps on the board.