

### Personal, Social and Emotional Development

- Formulate class rules together
- Discuss the consequences of breaking rules
- To talk about themselves and what makes them special/unique
- What am I good at? Likes and dislikes
- What I want to be when I grow up
- What makes our families special?

### Communication and Language

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary

### Literacy

- Phonics sounds; a, i, m, s, t, n, o, p, b, c, g, h
- High Frequency Words; is, a, the, I
- Initial sound recognition
- Segmenting
- Blending
- Phoneme Manipulation
- Letter formation
- Texts;  
It's Okay to be Different  
Do you Like?  
The Great Big Book of Families  
Ruby's Worry  
Funny Bones  
Titch  
Dogger  
Peace at Last  
My Body (Non-fiction)  
Oliver's Vegetables  
Oliver's Fruit Salad

### **Reception Autumn Term 1: Curriculum Overview**

#### **Marvellous Me**



Starting school  
My new class  
New beginnings  
Staying healthy  
Emotions  
Human body  
My family  
What am I good at?  
How do I make others feel?  
Being kind  
Staying safe



### Mathematics

- Baseline assessment
- Number formation
- Number songs and rhymes
- Matching numerals to quantities
- Matching & Sorting
- Comparing amounts
- Comparing size, mass & capacity
- Simple repeating patterns
- Introducing 1, 2, 3
- Composition of 1, 2, 3

### Religious Education

- Domestic Church – Family: Myself
- Judaism – Hanukkah
- Welcome – Belonging: Baptism

### Physical Development

- Jump Start Jonny
- Weekly 'Funky Finger's activities
- Know and talk about the different factors that support their overall health & wellbeing: physical exercise, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. pencils, paintbrushes, scissors, knives, forks etc.
- P.E – Walking & ball skills

### Knowledge and Understanding the World

- Use mirrors to make detailed observations
- Tour of the school and grounds
- Differences between their old and new setting
- Talk about how they have changed
- Are all families the same?
- Discuss and share routines, traditions and special occasions that are important
- Talk about members of their immediate family and community.
- Talk about the lives of the people around them and their roles in society
- Name and describe people who are familiar to them

### Events

- Art Gallery Nights: Monday 8<sup>th</sup> – Wednesday 10<sup>th</sup> September
- Parent Information Meeting: Tuesday 16<sup>th</sup> September 3:15pm
- Alice and Wonderland Production (in school): Friday 19<sup>th</sup> September
- Flu Nasal Sprays: Friday 26<sup>th</sup> September
- Library Visit: Tuesday 21<sup>st</sup> October 9:30am
- Break up for half term on **Friday** 24<sup>th</sup> October. Return to school Monday 3<sup>rd</sup> November

### Creative Development

- Self portraits
- To explore colour and pattern using a range of techniques e.g. blow painting
- Explore different percussion instruments
- Explore different materials such as, paint, collage, playdough
- To use their imagination to recreate stories in their role play
- Use colours for a particular purpose
- Join in with ring games
- To construct with a purpose in mind
- Sing a selection of nursery rhymes

### Music - Charanga: Me!

#### Learning Focus:

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

### Things we will need to support teaching and learning

- Handwriting and Phonics homework to be completed with an adult. Handwriting sheets demonstrate the correct ways to form letters.
- Book bags and homework folders to be in school every day
- Practise name writing
- Initial sound recognition games such as 'I Spy'
- Practise sounds and words in purple books every day
- Encourage the children to dress and undress as independently as possible

Thank you for your continued support  
Miss Dixon and Mrs Hill