

Reception – Autumn term | Curriculum Newsletter

Key books this term



Starting school & all about me- week 1-2

All about me: Growing and Families- week 3-4

Emotions Week - 5

Harvest Week – Week 6

Autumn- week 7

Key Vocabulary:

- **Rules and routines:** These ensure that we are all kept happy and safe.
- **Self portrait:** A picture that we do of ourselves.
- **Unique:** We are all different and one of a kind.

Key Questions?

- What is your name?
- Who are we? Who are you?
- What do we do at school?
- Who are the staff around school?
- What are the routine?
- What rules do we have in our class and why do we need them?
- Where is... getting to know our classroom?
- What time is break and lunch?
- What makes us unique?
- What makes us special?

Key Vocabulary:

- **Family:** People you live with and care for you.
- **Family tree:** A diagram that shows all of your family.
- **Skeleton:** Skeletons keep us upright.
- **Body parts:** Hip, neck, shoulder, shin, leg, ankle, arm, elbow etc.
- **Muscles:** Our muscles allow us to move
- **Bones:** Bones make up our skeleton, such as: a skull, spine (back bone), hip bone (pelvis), leg bone etc.

Key Questions?

- What is a family?
- Who is in our families?
- What different types of families are there?
- What is a family tree?
- What makes up our bodies?
- What changes are there from when I was a baby and now I'm in school?
- What are different parts of the body?
- What will I look like when I'm bigger?
- Who lives in my house?

Key Vocabulary:

- **Colours:** Red, orange, yellow, green, blue, indigo and violet- The order and the exploration of colour.
- **Colour mixing:** The process of mixing two or more colours to see what colour you can create.
- **Primary colours:** Red, Yellow, Blue.
- **Emotions:** The way we feel inside. It can be feelings like happy, sad, angry, scared, or excited. Emotions are our body's way of telling us how we feel about what is happening.

Key Questions:

- How are rainbows made?
- When do rainbows appear?
- How do we make colours?
- How many colours are in the rainbow?
- Why are some blues lighter than other blues? Colour shades
- Look at the different colours- how do they make you feel?
- Do some colours match feelings?
- How might Elmer feel in the story?

Key Vocabulary:

- **Farm:** An area of land, along with buildings and equipment, used to grow crops or raise animals for food or clothing.
- **Tractor:** A powerful motor vehicle with large tires used to pull plows and other farm machines.
- **Animals:** A living being.
- **Scarecrows:** a figure of a person made from stuffed clothes and placed in a field to scare birds away from crops.
- **Farmer:** A person who owns or runs a farm.
- **Nurture:** To care for and encourage the growth and development of a living thing.
- **Life cycle:** The sequence of changes that a living thing goes through as it grows and develops.

Key Questions:

- What is it like on a farm?
- What different types of farms are there? Animals/ crops
- How are farms set out?
- What do farmers do in different seasons?
- How do farmers look after animals?
- What do animals eat?
- What do baby animals look like?
- What kinds of food do the animals like to eat?
- Is this the same or different from the food we eat?

Key Vocabulary:

- **Autumn:** The season of the year between summer and winter; Autumn.
- **Harvest:** The gathering of ripe crops.
- **Change:** To make different; seasons changing- what differences do you see?
- **Seasons:** one of the four parts of the year; spring, summer, autumn, and winter.
- **Pumpkin:** a large, round, orange fruit that is associated with autumn.
- **Woodland:** land covered with woods; forest.
- **Conker:** a brown, inedible nut encased in a spiky husk produced by a horse chestnut tree.
- **Woodland:** land covered with woods; forest.

Key Questions:

- When does Autumn come?
- What animals like autumn?
- What changes happen in autumn?
- What happens to the weather in autumn?
- What happens to the leaves in autumn?
- Why do the tress change colours?
- What is hibernation?
- What can we do with a pumpkin?
- What animals live in woodland areas?

Fine motor:

Name writing

Every morning all the children will come in and find their names, following the arrows to ensure they start their letters in the correct place and have the correct formation.

Kinetic Letters

We are learning handwriting through the Kinetic Letters programme. Kinetic Letters focuses on building strong bodies and strong habits so children can become confident, fluent writers.

AT HOME

- Encourage activities that build strength and control (climbing, crawling, playdough, Lego).
- Give plenty of chances for drawing, colouring and mark making.
- When your child writes, remind them to start letters in the right place and form them the Kinetic Letters way.
- Praise effort – developing strong writing habits takes time.
- Pencil grips- We will be teaching the children to write using a tripod grip- please encourage this at home.

Gross motor Children use their gross motor skills to perform everyday functions, such as walking and running, playground skills (e.g. climbing) and sporting skills (e.g. catching, throwing and hitting a ball with a bat). We will practice these skills during PE sessions on a Wednesday

Physical development

Funky Fingers

After the children have written their names they will have an activity on their table this will focus on their fine motor skills. Examples of this: Playdoh, threading, drawing, stencils, scissor skills and games. These fine motor skills help the children to develop their hand muscles and support their pencil formation.



Self care

Encourage your children to dress themselves – doing up sandals, zips, buttons, belts.

Eating – using cutlery, opening lunch boxes and food bags. Hygiene – cleaning teeth, brushing hair, toileting.



In play the children will improve their fine motor skills they will do this whilst using construction, doll dressing, and a range of other activities that will be out in provision.



Mathematics

Comparing quantities

We will be looking at quantities asking questions like: what has more and what has less? Do you know how many more?



Capacity

We will look at capacity of different things looking at Equal/not equal, amount, how many?



Sorting

The children will practice sorting- in size, colour, same/different, shapes, which one doesn't belong.

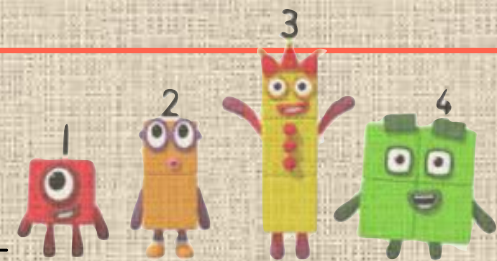
A number a week 0-5

From week 4 we will start focusing on a number a week.

The value of the number, counting within the number, formation of the number and the shape and money correspondence. For example, 3- 3p, 1p+2p and a triangle. We will be working on subitising (seeing small quantities without counting) and exploring how numbers can be made from parts (e.g. 2 and 1 make 3)

AT HOME

- Count out loud during everyday activities.
- Play simple sorting games (e.g. by colour, shape or size).
- Look for shapes in the environment
- Make and spot patterns
- Talk about every comparisons.



PSED



Relationships - The key focus when the children start school will be encouraging them to make relationships with peers and with the adults. We will ensure the children feel safe and know who they can talk to if they have any worries or needs.



House Points

We will introduce our class reward system; this is a whole school scheme. Earning house points for positive behaviour and earning certificates that correspond to number of house points earned.



Class rules

The children will help us to decided on class rules for the year.



We follow a scheme called SCARF to focus on PSHE, which links to PSED in EYFS. The first topic focus is: Me and My Relationships. This will look what makes the children special and unique, who are special people to them and who can help them when needed.

AT HOME: Talk to your children about ways we can be a really good friend.

Expressive Arts and Design



Role play The children will be able to perform and role play in a range of different spaces. Including: a home corner and a farm shop outside in the mud kitchen.

Art The children will complete a painted self portrait for our display wall. Our topic is called Marvellous Marks, children will be experimenting making marks with a variety of materials including, pencil crayons, felt tip pens and paint. Children will practise drawing faces.



Music

We will sing a range of nursery rhymes in class, as a whole, in groups and individually. This year we will also be following a music scheme called Sing Up! We will be focusing on understanding what 'pitch' and 'beat' means when listening to music.

AT HOME: Sing nursery rhymes.

Knowledge and Understanding of the World

RE We will begin our religious studies by looking at special people. This will link to our topic of families and all about me. We will also explore the Creation story.



The natural world

We will be looking at the process of growing and changing- from baby to an adult. We will be exploring our 5 senses and be able to label the parts of the body.

We will explore where food comes and its links to harvest.

We will be exploring school grounds and drawing maps of where we live. The children will learn about changing seasons – Autumn and drawing our school tree.

People and communities

Discuss our class, our families and our school community.

We will also introduce the children to democracy (choosing stories)



Past and Present

We will explore how we have changed (my history)

Forest School

We will be learning how to care for living things and respect the environment. We will be working on our practical skills by collecting and sorting natural materials, using tools safely (when appropriate) and building simple shelters or dens with sticks and logs.

AT HOME: Talk to your children about the world around them and their place in it.

Term Dates

Phonics

At Hall Meadow we follow a phonics scheme called 'Read, Write, Inc.' The big focus is to help the children to be able to read by Christmas. We will teach the children key skills over the Autumn term to help them to achieve this.



Oral blending

Blending in phonics is combining broken up sounds to make a word.

For example, you hear 'p-i-g' and you merge these sounds together to make the single word 'pig'. It is a key skill of early reading. We teach the children that this is called 'Fred Talk'

Segmenting

We will begin to read and write simple words with the sounds that we learn. For example, mad, mat, sad, tap, pot, man. The children will use magnetic letters to make the words and will then progress to writing words independently in their phonics book.



Literacy- Reading and Writing



Sounds

We will be learning these sounds (phonemes) for each of the letter of the alphabet, linking each sound to its letter (grapheme).

We will also be learning the capital letter than corresponds with the sound.

This will be supported by learning a handwriting rhyme for each letter to help with letter formation.

Drawing Club

We will use our focus story books to bring writing to life. We will talk about characters, settings and adventures. We will use our imagination to change or add to the story. We will learn to draw characters, objects and settings from the story and will begin to add marks, symbols or simple words to our drawings, progressing to writing short captions.

AT HOME:

- Share books daily – read to your child and talk about the pictures.
- Practise recognising their name in print
- Listen to your child blend sounds into words when they are ready.
- Help them practise writing their name with the correct letter formation.
- Offer fun fine motor activities to strengthen hands: threading, playdough, Lego, using pegs and scissors.
- Talk about your day together and encourage full sentences.