A logo with blue text

Description automatically generated

**Curriculum Newsletter Autumn 1**

**Reception**

|  |  |
| --- | --- |
| **Growth Mindset mantra** | Believe you can and you are halfway there |
| **This Half Terms Topic/Themes** | This Half Term we are starting with “All About Me” as our topic, to give every child a chance to tell us about themselves and the things that are important to them. |
| **Mathematics** | * Name 2D shapes * Continue, copy and create repeating patterns * Count objects, actions and sounds * Use positional language. * Subertise quantities to 3. |
| **Literacy** | * Read individual letters by saying the sounds for them. * Spell words by identifying the sounds and then writing the sound with letter/s. * Able to use talk to link ideas. * Write name by copying from a name card or memory. * Write some initial sounds (linked to name) * Orally segment CVC words e.g. c-a-t, p-i-n, b-o-g * Can hear (phonemic awareness) and tune into initial sounds in words * Consider pencil grip and dominate hand. * Can draw lines and circles. * Can write some recognisable letters from name. * Can practise Phoneme Grapheme correspondence (PGC) by writing some Phase 2 sounds taught this term such as satp, inmd, gock, ck, eur, hbfl |
| **Understanding the World** | * Comment on images of familiar situations in the past. * Know which food are healthy. * Name a variety of fruits and vegetables. * Know that they started life as a baby but have since grown and changed. * Know that someone’s age is the time since they were born. * Use some language for talking about the passing of time and events that have already happened (before, yesterday, last year). * Begin to sequence events when describing them * Recognise significant dates for them (birthday). * Recount activities that happened in their past using photos as a prompt. |
| **Physical** | * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Further develop the skills they need to manage the school day successfully * Develop their small motor skills so that they can use a range of tools competently, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * Be able to complete a full Yoga circuit and be able to control their bodies when doing so. * Learn about being active and the effects of exercise on their bodies. |
| **Communication and Language** | * Learn new vocabulary. * Understand how to listen carefully and why listening is important. * Engage in story times. * Listen carefully to rhymes and songs, paying attention to how they sound. * Develop social phrases. * Understand and use question words such as when, where, what and why. * Understand before and after to help them sequence events. * Understand emotions from facial expressions. * Learn to remember and say 5 things. * To understand how to listen carefully and talk about what I hear. |
| **Personal, Social and Emotional** | * Identify and moderate their own feelings socially and emotionally. * See themselves as a valuable individual * Know they have a right to learn and play, safely and happily * Know that some people are different from themselves * Know that hands can be used kindly and unkindly * Identify feelings associated with belonging * Skills to play co-operatively with others * Be able to consider others’ feelings |
| **Expressive Art and Design** | * Listen attentively, move to and talk about music, expressing their feelings and responses. * Explore mark making using a range of drawing materials. * Investigate marks and patterns when drawing. * Identify similarities and difference between drawing tools. * Investigate how to make large and small movements with control when drawing. * Practise looking carefully when drawing. * Combine materials when drawing. * To know that sounds can be copied by my voice, body percussion and instruments. * To understand that instruments can be played loudly or softly |