

**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
 |