



REMINDERS & NOTICES



Uniform

Pupils are required to wear full school uniform each day; this must consist of grey trousers or grey skirt/dress, white polo shirt, navy jumper or cardigan, plain white or grey socks/tights, flat black sensible school shoes.

Outstanding practice in the EYFS curriculum requires children to spend an equal balance of their time indoors and outdoors. As the weather can be unpredictable please ensure that children have a suitable coat which is warm and has a hood. Also, to enable children to access the outdoor water play, they must have their own wellingtons in school every day. **Please ensure all clothing and bags are labelled** as this will prevent children's clothes getting misplaced.

Spare uniform and underwear are also necessary to have in school for when children get wet or muddy during outdoor play or when on occasions, children have toileting accidents. This set would need replacing as and when used, class teachers will notify you when this is the case.



P.E. Kits

Pupils need to have their PE kit in school every day; this will come home at the end of each half term for washing. Indoor PE kit must consist of: a white T-shirt, navy blue shorts and black pumps. Outdoor PE kit should include a tracksuit for colder weather (preferably navy) and trainers. Please ensure all kit is labelled.

Indoor PE sessions take place in the hall every Monday.

Outdoor PE sessions take place every Tuesday.

Please ensure that your child has their PE kit in school every day.



Homework

Reading bags will be sent home daily, these will contain a reading book and a reading record which you are required to complete every time you read with your child. Reading books will be changed every Monday and Thursday if they have read their book at home more than once. All children will receive their first reading book on Friday 15th September.

Letters and sounds and key word homework will also be given each week on a Friday, this must be completed and returned to school by the following Wednesday and placed in the homework tray. Your child will occasionally bring home some homework via a task sheet. This will be linked to work covered in class that week.

PSHE

Practitioners will support children in developing their high levels of involvement and well-being to enable them to settle quickly and access all areas of the curriculum. All pupils are assessed within the first six weeks of beginning Reception to enable us to get a baseline of what they already know or can do. This data is then used to track each child's progress across Reception and set targets for achievement by the end of KS1 and KS2.

Children will discuss their feelings about starting school and be supported to make new friends. They will be taught classroom rules and routines and be supported to follow them at all times. Children will be introduced to our whole school bucket filling philosophy and rewards system. (Details of this can be found in the policies section on the website.)

Our Rights

As a Rights Respecting School, this term we are thinking about our rights to play and learn.

British Values

Why do we have rules in our school? Why do we have rules and laws in our country?

Who sets these rules? Who should follow them? Who makes sure that we all follow the rules?

What happens if we don't follow the rules?

Autumn Term A 2017

Teacher Name: Mrs Brinkworth

Year/Class: Reception



Curriculum Overview



Mathematics



Through the changing focus of children's interests children will be developing their understanding and ability to use their mathematical skills through 'Ourselves' themed challenges covering the following objectives:

- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities of shapes in the environment.
- Use positional language.
- Show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Show interest in shapes in the environment.
- Use shapes appropriately for tasks.
- Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Recognise some numerals of personal significance.
- Recognise numerals 1 to 5.
- Count up to three or four objects by saying one number name for each item.
- Count actions or objects which cannot be moved.
- Count objects to 10, and begin to count beyond 10.
- Count out up to six objects from a larger group.
- Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Count an irregular arrangement of up to ten objects.
- Estimate how many objects they can see and check by counting them.
- Use the language of 'more' and 'fewer' to compare two sets of objects.



Expressive Arts and Design



Through the changing focus of children's interests, and the theme 'Ourselves' children will have the opportunity to develop their understanding in Expressive Arts and Design by:

- Making self-portraits.
- Making 3D models of people using a variety of equipment and resources.
- Making hand and footprint pictures.
- Acting out home situations through role-play.
- Singing songs about body parts e.g. head, shoulders...



Physical Development



Indoor PE: Dance—Perform dances using simple movement patterns.

Outdoor PE: Real PE—Unit 1—Personal Skills.
Coordination: Floor Movement Patterns—Exploring Movements.
Static Balance—1 Leg Standing.

EYFS Curriculum



Literacy



Through the changing focus of children's interests and the theme 'Ourselves' children will be deepening their skills in literacy for a variety of purposes by:

Writing:

- Recognising and write their name.
- Writing familiar words such as mum and dad.
- Write about their families and labelling body parts.
- Completing weekly writing challenges based on children's unique interests, such as designing a building or writing instructions to build a house, including: Writing lists, labels, captions, and simple sentences using the sounds learnt so far.
- Completing a Forest School writing challenge fortnightly following their visit to the woods.

Reading:

- Using the reading challenge basket to generate questions to focus on while in the reading area.
- Learn and practise a range of key 'High Frequency' and 'Tricky Words'.
- Sharing a range of fiction and non-fiction books during story time.
- Demonstrating understanding of what they have read by completing a variety of challenges during guided reading sessions.
- To answer 'how' and 'why' questions in response to a text.

Letters and Sounds:

- Develop an understanding of alliteration.
- Listen to sounds at the beginning of words and hear the differences between them.
- Distinguish between the differences in vocal sounds, including oral blending and segmenting.
- Learn and practise letters/sounds **s a t p** (set 1), **i n m d** (set 2), **g o c k** (set 3), **ck e u r** (set 4), and **h b f f f** (set 5).
- Learn and practise blending for reading and segmenting for spelling using sounds learnt.



Communication and Language

Through the changing focus of children's interests and the theme 'Ourselves' children will be developing their communication and language skills through taking part in a variety of challenges including:

- Talking about themselves and their family.
- Talking about their experiences, likes and dislikes.
- Listening to each other, asking and answering questions and taking turns in conversation.
- Giving their opinions and accepting the opinions of others.
- Following instructions.



Understanding the World



Through the changing focus of children's interests and the theme 'Ourselves' children will have the opportunity to investigate and challenge themselves through a variety of enquiries including:

- Labelling their body parts and facial features and comparing themselves with others.
- Learning to name body parts in Welsh and Polish on European Languages Day.
- Talking about how they grow and change? Looking at and talking about differences.
- Talking about their family and learning that not all families are the same.
- Learning which month their birthday is in.



Computing



Through the changing focus of children's interests children will be developing their skills in computing covering the following objectives:

- Learn how to log on and off from a computer.
- Be able to use a mouse or tracking device to navigate around a computer screen.
- Know how to print work.
- Be able to enter text on screen.
- Know the difference between a digital image and a moving image (digital camera/video camera).
- Explore the role of ICT in the world around them.



RE



Children will have the opportunity to challenge themselves through an on-going enquiry covering the following objectives:

- Begin to talk about the experiences that make us ask questions about belonging.
- Begin to observe and learn simply about what Christians and other religions do to show they belong.
- Begin to observe and learn simply about beliefs through asking questions about what people are doing to show they belong to a religious community.
- Begin to find ways of expressing their own ideas about experiences of being part of a community.

Trips/Visitors/Events

During the first half of the Autumn Term children will be visited by a local Dental Nurse to discuss oral hygiene and to learn how to brush their teeth correctly.

During the second half of the Autumn Term children will be given the opportunity to visit The Cheshire Reindeer Lodge. Further details will be sent out over the next few weeks.