



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.

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

Children will be completing weekly activities following the Dimensions 3D PSHE scheme of work. This half term our focus will be on:

Self—Confidence/Awareness:

Children will learn to be confident to speak to others about own ideas; Describe self in positive terms and talk about abilities; Be confident to try new activities; Choose resources they need for their chosen activities.

Our Rights

As a Rights Respecting School, this term we are thinking about our rights to a safe environment and to be treated fairly.

British Values

Respect for our own British culture.

Respect and tolerance for other cultures in our country.

Autumn Term B 2017

Teacher Name: Miss McDermott

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 'Where do we live?' themed challenges covering the following objectives:

- Find different ways to partition sets of five objects.
- Read the corresponding addition.
- Count up to 10 objects which can't be moved.
- Match numerals to the number in a set.
- Understand zero to describe an empty set.
- Rehearse counting back from 10 to 0, including in songs, stories and rhymes.
- Compare two lengths using direct comparison; use language of longer and shorter.
- Use uniform non-standard units to measure items up to 10 units long.
- Put three length in order.
- Compare two numbers/quantities, use the language of 'more' and 'less'.
- Begin to describe 3D shapes.
- Use 3D shapes to print and make models.
- Recognise £1 and £2 coins.
- Compare prices in pounds up to £10 (by making lines of pound coins).
- Use money in role play (e.g. pound shop).
- Solve practical problems involving counting or role play.
- Recognise a minute as unit of time.
- Count actions carried out in a minute.



Expressive Arts and Design



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

Tartan pattern paper weaving; 3D shape constructions; Designing and building types of homes; Use junk modelling equipment to build; Using different construction kits; Diwali patterns; Clay Diva lamps.
In music: Children learn the 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.



Physical Development



Children will be challenged while exploring floor movement patterns which develop children's coordination and static balance to enable pupils to balance on one leg and hop with more accuracy during indoor PE.

During outdoor PE children will be challenged to develop their spatial awareness and hand eye coordination through throwing and catching, throwing at targets, and rolling and bouncing large balls.

EYFS Curriculum



Literacy



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

Writing:

- Completing two weekly writing challenges based on the book 'Supertato' over four weeks and Dear Santa, focusing on:
 - Giving meaning to marks they make as they draw, write and paint.
 - Break the flow of speech into words.
 - Continuing a rhyming string.
 - Hearing and saying the initial sound in words.
- Linking sounds to letters, naming and sounding the letters of the alphabet.
- Using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writing labels and captions.
- Writing short sentences in meaningful contexts.

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:

- Practise segmentation for spelling.
- Practise blending for reading.
- Read and write sentences.
- Learn and practise letters/sounds **j v w x y z zz qu sh th ch ng ai ee** long **oo** short **oo oa ar or igh ur ow oi ear er air ure**.



Communication and Language

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

- Listening and responding to jungle stories, Antarctic stories, non-fiction books, animal rhymes.
- Sequencing repetitive stories: Brown Bear, Brown Bear, Slowly, Slowly said the Sloth, Polar Bear, Polar Bear and We're Going on a Bear Hunt.
- Asking and answering questions about animals.
- Using personal story boxes and small world to create stories to inform story writing process at children's ability level.



Understanding the World



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

Where is Scotland in the UK? What is it like in Scotland? Who was St Andrew? What do Scottish people do on St Andrew's day? Map of the world, where do we go on holiday? Where is India? Children learn about the Hindu festival Diwali. Materials and their properties. Homes and buildings. Changes in the Autumn. Christianity and Jesus. Learn about the birth of Jesus.



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

Visit to 'The Cheshire Reindeer Lodge' on Tuesday 5 December.
On Friday 24 November we will be having a Superhero Day to end our topic on Superheroes. Children will come into school wearing their favourite Superhero costume.
Additionally we will be hosting our own Christmas performance this year!
Details will follow shortly.