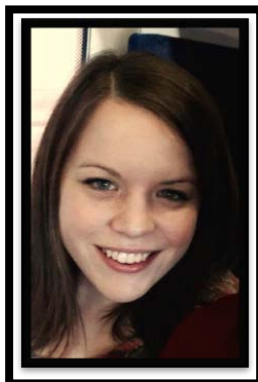


Welcome from the Reception Team!

Who's who?



Ms Williams
Assistant Head &
Early Years Coordinator



Mrs Jones - Class teacher



Miss Rowlands - Class teacher



Jan - Early Years Practitioner (EYP)



Marilyn - EYP (Mon- Wed)



Beki - EYP (Thurs- Fri)

Our topic this term is 'Ourselves'. Attached are the learning intentions for Autumn 1, which are organised into the seven areas of learning and development.

The Early Years Curriculum will be explained in more detail during our information evening on 23rd September.

PE

We will change and have PE lessons in the main school hall. The children will wear pants and vest. However, if you would prefer your child to wear **shorts and t-shirt** please provide a labelled kit to be kept in school for the half term. No footwear is required. **Mrs Jones' PE lessons will be on a Tuesday and Miss Rowlands on a Thursday.**

Key dates

'Reading Workshop' will begin Friday 19th September, from 8.50 - 9.20.
Reception Information Evening - Tuesday 23rd September 7 - 8.30pm
Parent evening - Tuesday 21st or Wednesday 22nd October
Term ends Friday 24th October

Autumn 2

Children return Tuesday 4th November
In service training for teachers (INSET) day Monday 3rd November

Autumn 1 2014 - Ourselves

Weeks 1 - 3 Me and My Family

Weeks 4- 5 My School

Week 6-8 Healthy Bodies

Below are our learning intentions for Autumn 1. Please note that plans may change in the interest of the children's learning. Self-selection activities are available throughout the day.

<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Communication & Language</u>
<p><u>Making Relationships</u></p> <ul style="list-style-type: none"> To be able to initiate conversations, attend to and take account of what others say. To be able to initiate play, offering cues to peers to join them. To be able to play in a group, extending and elaborating play ideas. To be able to share and take turns. To think about how the children are special - similarities and differences. <p><u>Self-confidence and Self Awareness</u></p> <ul style="list-style-type: none"> To learn how to choose activities independently. To be more outgoing towards unfamiliar people and more confident in new social situations. To be confident to talk to other children when playing, and communicate freely about own home and community. To be confident to speak to others about own needs, wants, interests and opinions. <p><u>Managing feelings and behaviour</u></p> <ul style="list-style-type: none"> To know that it is ok to have feelings and know how to show them. To begin to accept the needs of others and can take turns and share resources, sometimes with support from others. To learn about the classroom and school routines and environment - rules & procedures - indoor and outdoor (playground, dining hall, assemblies & PE). 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> On-going physical development activities to promote fine motor and gross motor skills (indoors & outdoors) To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To be able to draw lines and circles using gross motor movements. To be able to write their name. To handle tools, objects, construction and malleable materials safely and with increasing control. To show a preference for a dominant hand. <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> To understand that equipment and tools have to be used safely. To be able to manage washing and drying their hands. To show understanding of how to transport and store equipment safely. To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. To talk about and describe the changes that happen to our bodies when warming up and cooling down. To be able to identify healthy and non-healthy foods. 	<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> To be able to listen to stories with increasing attention and recall. To be able to follow directions (if not intently focused on own choice of activity). To be able to maintain attention, concentrate and sit quietly during appropriate activity. <p><u>Understanding</u></p> <ul style="list-style-type: none"> To be able to respond to simple instructions, e.g. to get or put away an object. To understand use of objects (e.g. "What do we use to cut things?") To be able to listen and respond to ideas expressed by others in conversation or discussion. <p><u>Speaking</u></p> <ul style="list-style-type: none"> To use vocabulary focused on objects and people that are of particular importance to them. To be able to retell a simple past event in correct order (e.g. went down slide, hurt finger). To be able to use language to imagine and recreate roles and experiences in play situations. To be able to introduce a storyline or narrative into their play.

Literacy

Reading

- To be able to listen to stories with increasing attention and recall.
- To be able to handle and look at books independently.
- To be able to hear and says the initial sound in words.
- To be able to suggest how the story might end. To begin to be aware of the way stories are structured.

Writing

- To be able to give meaning to marks as they draw and paint.
- To be able to write own name and other things such as labels, captions.

Phonics

- Hears and says the initial sound in words.
- To hear and recognise some sounds in words.
- To begin to orally blend and sound out words
- To begin to use phonic knowledge to read and make word.
- To read tricky words

Mathematics

Number

- To be able to recite numbers in order to 10.
- To show curiosity about numbers by offering comments or asking questions.
- To be able to show an interest in numerals in the environment.
- To be able to recognise numerals 1 to 5 and some numerals of personal significance.
- To be able to compare two groups of objects, saying when they have the same number.
- To be able to count up to six objects by saying one number name for each item.
- To begin to able to select the correct numeral to represent 1 to 5, then 1 to 10 objects.

Shape, Space and Measure

- To begin to be able to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- To be able to order two or three items by length or height.
- To show interest in shape by sustained construction activity or by talking about shapes or arrangements.
- To be able to order and sequences familiar events.
- To be able to use everyday language related to time.

Understanding of the World

People and communities

- To be able to show interest in the lives of people who are familiar to them.
- To be able to remember and talks about significant events in their own experience.
- To be able to recognise and describe special times or events for family or friends.
- To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

The World

- To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- To be able to look closely at similarities, differences, patterns and change.
- To be able to talk about why things happen and how things work.

Technology

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- To be able to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- To be able to use ICT hardware to interact with age-appropriate computer software.

Expressive Arts and Design

Exploring and using media and materials

- To be able to use various construction materials and to join them together to build and balance.
- To be able to construct with a purpose in mind, using a variety of resources.
- To be able to manipulate materials to achieve a planned effect.
- To be able to sing a few familiar songs and to tap out simple repeated rhythms. Enjoys joining in with dancing and ring games.

- To explore what happens when they mix colours

Being imaginative

- To be able to engage in imaginative role-play based on own first-hand experiences.
- To be able to use available resources to create props to support role-play.
- To be able to create movement in response to music.
- To be able to create simple representations of events, people and objects.
- To be able to play alongside other children who are engaged in the same theme.
- To be able to introduce a storyline or narrative into their play.

Ideas for Home Learning

Please record some of the home learning in your child's 'My Home, My School, My Journey' booklet. This will be given out on the information evening.

Me and My Family (Weeks 3 & 4)	My School (Weeks 5 & 6)	Healthy Bodies (Weeks 7 & 8)
<p>Some things for your child to practise/learn at home:</p> <ul style="list-style-type: none"> • Can your child put on and take off his/her jumper/cardigan and coat independently? Keep practising this. • Share family photos and talk about what you see in the photograph. • Can your child draw a picture of your family? • Look at a map/globe and talk about places and countries around the world. Do you have friends and/or family who come from different countries? Do they speak another language? • Talk about the people in your family. How many people are there? How is everyone the same/different? • Once we have started to teach phase 2 phonics, we will send home the sounds they have learnt each week. 	<p>Some things for your child to practise/learn at home:</p> <ul style="list-style-type: none"> • Can you write your name using correct letter formation? Is the capital letter in the right place (first letter only)? Practice writing in sand, rice, with chalk, paint, etc. Remember to form the letters correctly. • Count everything around you - when setting the table, counting fruit or vegetables when shopping etc. • Sing/say your favourite nursery rhymes and new rhymes. • Read stories with rhyming words at bedtime. Can you hear and say the rhyming words? • Continue practising recognising the sounds that are sent home. 	<p>Some things for your child to practise/learn at home:</p> <ul style="list-style-type: none"> • Together can you talk about the importance of hygiene, exercise and staying healthy? • Who is the shortest/tallest in your family? • What exercise do your family do? • Can your child draw a healthy meal? • Count everything around you; e.g. when shopping ask how many vegetables have we got in our basket? • Sing 'Head, shoulders, knees and toe'. • Visit the library and find an information book about bones! What are some of the bones in their body called?
<p><u>Reading</u> Over the next two weeks your child will be bringing home a book of their choice for you to enjoy together. It will be quite a short book, sometimes with no words at all! Could you please encourage your child to talk about the pictures, what they can see, predict what they think will happen next and even make up their own story. The aim is to develop an understanding of a book's structure and meaning, as well as a love of books. Please make a comment in the 'reading record' when you read with your child (this doesn't have to just be the school book)! Your child will be given a reading day, this will be when the class teacher will read and comment in the 'reading record'. ☺</p>		
<p><u>Mathletics</u> Mathletics is an online resource that can be accessed at home. This will be introduced at the information evening (19th September 7-8.30)</p>		