




Reception Curriculum Information Autumn Term 2023

Year group teachers:	Miss Donnelly- Early Years Lead Mrs Bond and Miss Donnelly RBD Miss Brown RB Mrs Batten RBA
Year group support staff:	Mrs Spalding (HLTA), Mrs Bird (TA), Mrs Coleman (TA), Miss McRae (TA), Miss Ramsey (TA), Mrs Lewis (TA), Miss Bloomfield (Apprentice)
<p>Dates for the diary:</p> 	<p>We are hoping to organise local visits this year and will provide information nearer the time.</p> <p>Friday 6th October 2:30pm Welcome to Reception – reading and phonics Meeting in the school hall to discuss the routines, enabling environment and use of Tapestry. We will talk to you about our planning in the moment approach and how you can be involved in this process.</p> <p>We will invite parents/carers in to introduce our early phonics programme and how we teach your children to read in school and the ways you can support this at home. A <i>Parentmail letter will follow shortly with the date and time.</i></p> <p>Black History Month October 2023 CBeebies: Lets talk about Black history ~ https://www.youtube.com/watch?v=sISqk-K1Qe8 Black History Heroes ~ https://www.bbc.co.uk/cbeebies/watch/cbeebies-house-black-history-heroes</p> <p>Diwali Sunday 12th November 2023 A variety of activities will be available to support Diwali celebrations.</p> <p>Odd Socks Day (Anti-Bullying Week) Monday 13th November 2023 Children will be invited to wear their odd socks to school for Odd Socks Day. https://anti-bullyingalliance.org.uk/anti-bullying-week/odd-socks-day</p> <p>Children in Need Friday 17th November 2023 Refer to your Parent Mail nearer the time. ☺</p> <p>Please refer to diary dates on the website/newsletter https://www.fairfieldandcolneis.co.uk/</p>

<p>Curriculum areas to be covered this term in:</p>
<p>Personal, Social and Emotional Development (PSED)</p> <p>Self-Regulation Managing self Building Relationships</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives.</p> <p>Children will be supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want.</p> <p>Through adult modelling and guidance, they will learn to look after their bodies, including exercise and healthy eating, and manage personal needs independently.</p> <p>Adults will guide children’s interactions to help form friendships, learn to co-operate and resolve simple conflicts.</p>

BE: RESPECTFUL

BE: FORGIVING

BE: KIND

Children will learn about the importance of hand hygiene and how to manage their own colds and toileting routines.

This term's focus will be exploring feelings, using stories to focus on recognising own and others feelings. Work will be supported in many ways including puppets, crafting and drama techniques.

We will be introducing our School Charter, values and the routines of school. Each aspect of the new charter and behavioural expectations will be explored through 'Spencer Bear' and stories.



SCHOOL CHARTER:

- We always do our best
- We are kind, helpful and gentle
- We learn from our mistakes
- We are safe because we care for people and property



THE FEDERATION OF
FAIRFIELD AND COLNEIS



Communication and language

Listening, Attention and Understanding

Speaking

The development of children's spoken language underpins all areas of learning.

Children are read to regularly and engaged in active stories and rhymes. All staff support children to learn new vocabulary. Through conversation, story telling and role play, children explore using a range of vocabulary such as repeated phrases from familiar stories.

Children share their ideas with each other and staff with sensitive questioning that invites them to elaborate on their ideas and observations.

- Listen to each other, one to one or in small groups. (Listening Attentively)
- Maintain attention and concentrate during appropriate activities. (Attention)
- Respond to simple instructions. (Understanding)
- Retell a simple past event in the correct order. (Speaking)
- Use vocabulary focused on objects and people that are of particular importance to them.

Physical Development

Fine and Gross Motor Skills

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Children will have opportunities for physical play both indoors and outdoors.

For the first half term we have daily 'squiggle whilst you wiggle' sessions. This is designed to develop your child's gross motor skills with actions that will reinforce the correct movements ready for writing.

Gross motor skills

Adults will support children to develop their core strength, stability, balance, spatial awareness and agility.

Fine motor skills

Children will be supported to develop hand-eye coordination which is later linked to early literacy skills (handwriting).

There will be repeated and varied opportunities to explore and play with PE equipment, small world activities, puzzles as well as arts and craft tools.

Literacy

Comprehension & Word Reading

Writing

Stories are embedded in the Reception curriculum, encouraging a life-long love of reading.

Adults talk to children about the world around them and the books they read together. Rhymes, poems and songs are also enjoyed to support topics of interest to the children and seasonal changes. Children will be supported to use vocabulary focused on objects and people that are of particular importance to them. Children need to be able to say a good sentence, be able to retain the sentence in their mind before they are able to write a good sentence. The routines and behavioural expectations for discussion time will be agreed and established by the class. Talk underpins all learning and children will explore routines for sharing their ideas as well as listening to the ideas of others.

Phonics

Phase One phonics is the first stage of the phonics teaching programme. Initially, the focus is primarily on developing speaking and listening skills. Speaking and listening are an important set of literacy skills that will create the foundation to a lot of your children's further learning. Children will begin the teaching of Phase Two phonics (s a t p l n m d g o c k e u r f l h b ck) developing their phonological awareness and oral blending and segmenting skills.

Writing

Children will work with adults to practise oral story telling skills. Adults will scribe stories providing opportunities to model the writing process and explore sentence structures. Children will be supported to apply their phonic knowledge to write words, including their name. Writing materials and mark making tools are available indoors and outdoors to support child-initiated play in all areas of learning.

Reading

Children will have access to weekly reading books following our parent information session on Friday 6th October. These books allow your children the opportunity to practise the letter sounds they have been learning in their phonics sessions. Children will have access to Reading Buddy, Oxford Owl and Busy Things to support Phase One and Two phonics.



Oxford Owl login:

RRD: RBD2324 Password: RBD2023
RSB: RB2324 Password: RB2023
RB: RBA2023 Password: RBA2023

This is an online resource that provides you with a huge range of books to read WITH you child.

Busy Things login:

FairfieldEYFS Password: fairfieldABC53

Busy things is a great resource that has lots of games to enable your children to explore all areas of the curriculum.

Reading Buddy individual logins will be recorded inside the reading diary.

This is an online resource that gives you access to a range of books. We set your children on the appropriate level that we allow them to be able to read and understand the text. After reading a book your child takes a quiz, this allows us to see how your child is comprehending a story. We will set this up after half term.

Mathematics

Number

Numerical Patterns

Developing a strong understanding of number is essential so that all children develop the necessary building blocks to explore mathematics. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those

numbers.

Children have varied opportunities to build and apply their understanding of number. Staff support children to use mathematical language and equipment to create representations of number.

The curriculum includes rich opportunities to learn and understand spatial concepts through play including shape, space and measures.

Children look for patterns and relationships, make connections and talk to adults and friends about what they have noticed. Children are encouraged to seek out their own mathematical challenges and develop skills in problem solving and perseverance.

Subitising is a key skill, defined as the ability to instantaneously recognise the number of objects and dot arrangements (dice/dominions/Numicon tiles) without the need to count them. The children will learn counting songs making use of fingers and counting equipment to accompany their number explorations.

Understanding the world

Past and Present

People Culture and Communities

The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. Staff and visitors will be invited to talk about different religious and cultural communities to share their experiences with children, such as Diwali and Christmas celebrations. Children will learn songs with a Harvest theme and explore how local food banks help our community.

Throughout their year in Reception, children will be offered experiences to increase their knowledge of town they live in – from visiting nature areas, the library and meeting members of the community such as the mayor, police officers and firefighters.

Experiences of the wider diverse world will be fostered using stories, artefacts, non-fiction books and film clips. Children will participate in activities to support Children in Need and Odd Socks Day (Anti-Bullying Week).

Valuing and celebrating diversity is integral to our everyday practice, however Black History Month is a great opportunity for families of all ethnicities to share a range of different cultures through first hand experiences. You may have a useful contact for us who could offer a special event such as demonstrating hair braiding, cooking, music or explaining henna designs. Please contact a member of staff if you think you could help us with arranging a special visitor or experience. 😊

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Staff support children to use equipment correctly whilst allowing the time and opportunities to experiment with sounds, colours, textures and movement.

The children will be learning to:

- Join construction pieces together to build and balance.
- Build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Engage in imaginative role-play based on own first hand experiences.



Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress independently e.g. take off and put on their own shoes and jumper.
- Promote good manners and tidying up after themselves.
- Encourage them to talk about what they have learnt in school that day.
- Encourage them to bring in items/share photos on Tapestry of subjects that relate to school projects/their own work.
- Encourage them to celebrate and share achievements as a 'WOW' moment on Tapestry, e.g. certificates of achievements, riding their bike for the first time, the birth of a sibling, buttoning their coat independently etc.
- Encourage your child to read, practise the sounds and keywords highlighted in their diary or practise counting on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes. Please refer to the leaflet sent home to support reading at home.
- Share a book together, take turns to read then discuss the story events and characters. Remember, reading to your child models the skills of reading e.g. altering your voice, pausing at punctuation, making predictions 'What do you think will happen?'
- Practise reading and spelling the high frequency words and the 'tricky words' listed in your diary.
- Discuss number in everyday life –time, money, quantities, numbers in the environment etc.
- Play board games, memory games or 'I-spy' to develop concentration and turn taking.



Please refer to your child's Tapestry Learning Journey Account regularly and press the 'like' button so we know you have seen the observation or memo. You will gain understanding of how the children are learning in school through child-initiated activities (reported as Characteristics of Effective Learning) as well as the skills they are learning. The observations provide opportunities to see how staff interact with the children to extend thinking and learn new vocabulary, the resources being used and how children's play is effective in consolidating and extending their learning. We would also love to hear about the learning taking place at home. You can upload your own observations, photos and video clips from home.

Memos are a feature to Tapestry, providing staff with the opportunity to send messages and curriculum information. These memos will not be included in the end of year document download, emailed as a PDF in July.

Parents with Tapestry accounts can be assured that the journals remain a safe document with parents agreeing not to reproduce or share any images on social media accounts. They are a wonderful account of the children's progress and experiences during their Reception year and provide a lovely time capsule.