

**Curriculum Information for Reception  
Autumn Term 2017**



Please find information below which details what your child will be learning in school this term. We hope you will find it helpful in supporting your child at home. If you have any queries, please do not hesitate to speak to your child's teacher.

Area of Learning	Children will be learning to:
<p><b>Personal, Social and Emotional Development</b></p> 	<p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Form a special friendship with another child.</li> <li>• Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiate play, offering cues to peers to join them.</li> <li>• Keep play going by responding to what others are saying or doing.</li> <li>• Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul> <p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Select and use activities and resources with help.</li> <li>• Welcome and value praise for what they have done.</li> <li>• Be confident to talk to other children when playing, and communicate freely about own home and community.</li> <li>• Be confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Take turns, sharing the Reception toys.</li> <li>• Follow the school rules and know how to behave correctly.</li> <li>• Express a range of feelings such as happy, sad, cross, scared, worried.</li> <li>• Adjust their behaviours to different situations and take change of routines in their stride.</li> </ul>
<p><b>Communication and Language</b></p> 	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Show an interest in songs and rhymes.</li> <li>• Listen to stories with increasing attention and be able to recall key events.</li> <li>• Maintain concentration and sit quietly during appropriate activities.</li> <li>• Give attention to what their class peers say and respond appropriately.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to simple questions such as 'who', 'what', 'where'.</li> <li>• Develop an understanding of simple concepts (e.g. big/little)</li> <li>• Respond to simple instructions and questions related to the work we do in class.</li> <li>• Answer 'how' and 'why' question about their own experiences.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use simple sentences in their speech.</li> <li>• Use language as a means of sharing feelings, experiences and thoughts.</li> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Introduce a storyline or narrative into their own play.</li> </ul>
<p><b>Physical Development</b></p> 	<p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Move freely with confidence in a range of ways, e.g. rolling, crawling, jumping, skipping etc</li> <li>• Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>• Show good control and co-ordination in large and small movements.</li> </ul> <p><b>Health and self-care</b></p> <ul style="list-style-type: none"> <li>• Tell adults when they are hungry, tired, want to play etc.</li> <li>• Dress, and undress for PE, independently.</li> <li>• Show understanding for the need of safety when tackling new challenges.</li> <li>• Understand why it is important to eat a healthy range of foods.</li> </ul>
<p><b>Mathematics</b></p> 	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Count to twenty and sing a selection of number songs.</li> <li>• Sometimes match numeral and quantity correctly.</li> <li>• Know that numbers identify how many objects are in a set.</li> <li>• Be able to find one more or one less than a given number.</li> </ul> <p><b>Shape, space and measures</b></p> <ul style="list-style-type: none"> <li>• Show an interest in shapes in the environment.</li> <li>• Talk about the shapes of everyday objects e.g. round, tall etc.</li> </ul>

	<ul style="list-style-type: none"> <li>Name and sort shapes appropriately.</li> <li>Use everyday language related to time.</li> </ul>
<p>Literacy</p> 	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Recognise their name and other familiar words.</li> <li>Show an awareness of rhyme and alliteration.</li> <li>Look at books independently and enjoy a range of fiction and non-fiction books.</li> <li>Hear and say the initial sounds in words.</li> <li>Link letter sounds to letter names, naming and sounding the letters of the alphabet.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Talk about what they have attempted to write.</li> <li>Use some clearly identifiable letters that communicate meaning and represent some sounds correctly.</li> <li>Write their own name correctly.</li> </ul>
<p>Understanding the World</p> 	<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Show an awareness of religious festivals such as Eid, Diwali and Christmas.</li> <li>Talk about significant events from their own experience.</li> <li>Understand the different relationships in their family and begin to talk about them.</li> <li>Enjoy joining in with family customs and routines and share their experiences with their class peers.</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Cook a range of things and talk about changes as food cooks.</li> <li>Talk about some of the things they have observed such as natural and found objects (linked to Autumn).</li> <li>Look closely at the similarities, differences, patterns and changes that occur around them.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Operate simple equipment, e.g. use a remote control, mouse on the computer.</li> <li>Complete a simple program on the computer.</li> <li>Recognise that a range of technology is used in places such as home or school.</li> </ul>
<p>Expressive Arts and Design</p> 	<p><b>Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>Continue building a repertoire of songs.</li> <li>Experiment creating different textures with a variety of resources.</li> <li>Use different construction and art materials to make things.</li> <li>Select appropriate resources and adapt their work where necessary.</li> </ul> <p><b>Being imaginative</b></p> <ul style="list-style-type: none"> <li>Make-believe by pretending.</li> <li>Play alongside their peers who are engaged in the same theme.</li> <li>Feel confident to play alongside their peers cooperatively as part of a group to develop and act out a narrative.</li> </ul>

### Things you can do to help at home

- Talk with your child each day about the things they have done in school.
- Practise writing your child's name, using only a capital letter at the start.
- Share books with your child, read to him/her and encourage him/her to join in and talk about the story after.
- Look out for signs and shop names in the environment, e.g. can you see the TESCO sign?
- Count objects with your child, e.g. how many clothes are going into the washing machine? How many plates do we need for dinner?
- Look out for different shapes in the home, at the shops etc.
- Visit the local park to climb, swing and run safely.

### Some important messages

- Learning starts at 8:45am – Please Don't Be Late.**
- Please make sure you collect younger children first before you collect older children.**
- Please can all children have sensible coats and shoes that are clearly labelled.**
- Please make sure all PE kits, coats and school clothes are CLEARLY LABELLED**
- Children to have a Ripple book bag in school every day to put their books, letters and work into please.**