
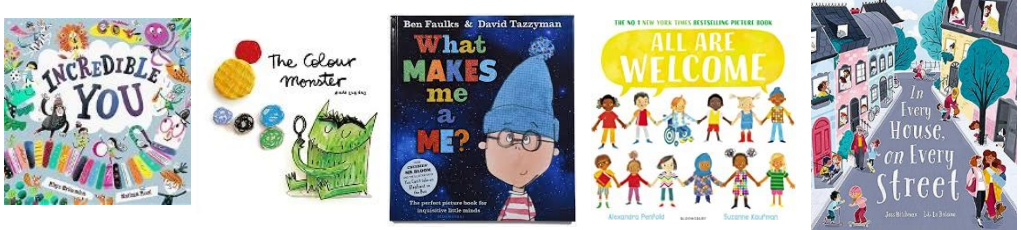


<p>What are we learning in Reception?</p>  <p><i>What makes me unique?</i></p>	<p>Focus texts</p> 	<p>Key experiences and dates</p> <p>Settling and exploring the classroom and school environment</p> <p>Harvest festival</p> <p>Parent reading workshop – 21st September</p> <p>PTA welcome coffee and cake – 28th September.</p>
<p>PSED</p> <p>In PSHE this term the children will be exploring ‘ Me and my relationships’. They will talk about similarities and differences between themselves and others and name special people in their lives. They will also describe different feelings and identify who can help if they are sad, worried or scared as well as discussing ways to help others.</p> <ul style="list-style-type: none"> • See themselves as a valuable individual and discuss what makes them who they are, including physical and personal attributes and their likes and dislikes. • Build constructive and respectful relationships with new friends and adults. • Identify feelings and explore how to manage them. • Understand how to manage their own needs including <i>washing hands, using the toilet at school, dressing for PE, collecting lunch.</i> • Take turns with a little support from an adult or with the systems in place, e.g. sand timers. 	<p>CL</p> <p>This term the children will be focusing on developing their listening and understanding. They will have opportunities to listen to and talk about stories, sing nursery rhymes and songs and learn the routines of the classroom. They will also talk about themselves and their families.</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Explore new vocabulary. • Ask questions to find out more and to check understanding. • Develop social phrases throughout the day • Engage in story times and discuss their thoughts and opinions about a text. 	<p>PD</p> <p>In PE this term the children will be exploring dance and movement using inspiration from the circus. They will copy basic shapes and movements and begin to use these in a sequence. Children will listen to music and try to match their movements in time to the music. The children will also take part in weekly Forest School sessions where they will develop their motor skills through a variety of outdoor play and activities.</p> <ul style="list-style-type: none"> • Revise and refine fundamental movement skills within PE lessons, Forest school and within classroom /outdoor provision. • PE lessons will focus on developing skills within dance, including developing an understanding of moving to the music, listening to the rhythm, moving in time to the beat and recognising the intensity of the music. • Develop and refine fine motor skills and hand eye coordination needed for writing.
<p>Maths</p> <p>In maths this term the children will be matching numerals to quantities, comparing small groups of objects and sorting objects in different ways. They will begin to explore simple patterns and compare the size, mass or capacity of an object. The children will also begin to subitise and represent numbers 1-3 in different ways, as well as finding one more and one less than a number.</p> <ul style="list-style-type: none"> • Count orally, using number rhymes and songs • Count objects in a group • Recognise numerals and match to a number of objects • Begin to subitise numbers 0-3 and develop a deep understanding of numbers to 3. • Begin to form numerals • Explore size, mass and capacity 	<p>Literacy</p> <p>In English this term the children will be exploring a range of stories and linking these with their play. They will be encouraged to develop their mark-making skills and learn to recognise single-letter sounds. They will then use this knowledge to orally blend simple words e.g. hear c-a-t and identify it as the word ‘cat’.</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Begin to blend sounds they know to read simple CVC words. • Begin to form letters correctly. • Recognise their name and begin to match the correct letters or write their name. • Engage in extended conversations about stories, learning new vocabulary. • Begin to use mark making and their letter knowledge within their play. • Develop their phonological awareness e.g. by <i>spotting rhymes and clapping syllables.</i> 	

UW

This term the children will begin to talk about the past and present, using photographs and images to make simple observations. They will be encouraged to ask questions about the differences they can see in photographs or images (in stories) that represent the past. They will also discuss changes that happen throughout the year (e.g. seasons, nature). They children will also begin to explore their senses and name simple body parts. In RE the children will explore the unit: 'Being special – where do we belong?' They will talk about themselves, others and communities.

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Explore the natural world around them.

EAD

This term the children will be exploring mark-making through different drawing materials including wax crayons, felt tips, paint etc. They will begin to draw from observation, using faces and self-portraits as a stimulus. Within their play they will be encouraged to take on roles and develop storylines with their peers based on their lived experiences and familiar stories.

- Develop storylines within their pretend play based on their lived experiences e.g. cooking in the kitchen, looking after a baby.
- Develop colour mixing techniques and produce more detailed representations of objects and people, *including within self-portraits*.
- Explore a range of media, materials and tools within the classroom provision and learn how to use them with care to realise their creative ideas.

How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas:

Personal Social & Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings *e.g. what fruit shall we buy? How does that story make you feel? What did you like best?*
- Encourage their attempts at independence and don't worry when they don't always get things right *e.g. dressing themselves, doing up fastenings, tidying up.*
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome *e.g. would you like this or that story before you go to bed?*
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say, with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.
- Don't be afraid to use more complex vocabulary and explain its meaning.

Please speak to us if you have any concerns about your child's language development.

Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.



Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed. Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., ‘Five Little Monkeys’, ‘Ten in the Bed’. Play counting-based games such as dominoes, ludo, snakes and ladders or snap.
- Play ‘spot the number’ – focus on the numerals 0 to 9, and challenge your child to find them everywhere –on front doors, clocks, car registrations, birthday cards etc.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child’s interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child’s developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

Understanding the World

- Draw your child’s attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.
- Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities.
- Read and talk about information books based on their interests.
- Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community.
- Ask questions such as, ‘what would you like to do when you grow up?’

Expressive Arts and Design

- Encourage them to draw, make pictures and models of what they are interested in.
- Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy.
- Keep a ‘busy box’ with things like string, tape, wrapping paper scraps, lolly sticks, and stickers that your child can use to make whatever they want and ask them to talk about their creations.
- Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes.
- Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like ‘Incy wincy spider’, ‘Heads and shoulders’, ‘Five little monkeys’ and ‘Jack and Jill’.