



Reception Curriculum Information

Autumn Term



Dear Parents and Carers,

This term, our we will cover the following areas as part of the Early Years Foundation Stage Curriculum.

As with all our work in Reception, a strong emphasis is placed on practical activities to develop the children's learning.

Personal, Social and Emotional Development

- To take account of what others say.
- To ask questions of others.
- To become confident to speak to others about own needs, wants, interests and opinions.
- Can describe themselves in positive terms and talk about abilities.
- To understand that own actions affect other people.
- To be aware of the boundaries set, and of behavioural expectations within the setting.

Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Explores the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences.
- Introduce a storyline or narrative into their play.

Physical Development

- Experiments with different ways of moving.
- Negotiates space successfully when playing racing and chasing games.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Literacy

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Begins to read words.
- Enjoys an increasing range of books.
- Gives meaning to marks they make as they draw, write and paint.
- Links sounds to letters.
- Uses some clearly identifiable letters to communicate meaning.
- Writes own name.
- Activities linked to "Letters and Sounds" Phases 1 and 2 as appropriate.

<p>Mathematics</p>	<ul style="list-style-type: none"> • Recognises some numerals of personal significance, e.g. their own age, their house number etc. • Recognises numerals 1 to 5. • Selects the correct numeral to represent 1 to 5. • Counts up to three or four objects 1:1. • Begins to count beyond 10. • Uses language of "more" and "fewer" to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Begins to use names for flat 2D shapes and terms to describe shapes. • Selects named shapes. • Describes their relative position ie behind, next to, in front of..... • Uses common shapes to re/create patterns and build models. • Orders and sequences familiar events, e.g. their school day.
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, talks about similarities and differences in relation to family and friends. • Enjoys joining in with family routines. • Looks closely at similarities, differences, patterns and change. Notices changes in the environment as summer ends and autumn begins. • Completes a simple program on a computer. • Knows how to operate simple equipment.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Builds a repertoire of songs and dances. • Explores different sound of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Manipulates materials to achieve a planned effect. • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play.
<p>Religious Education (Friendship)</p>	<p>Discussions based around questions such as;</p> <ul style="list-style-type: none"> • What is a friend? • How do we make and choose friends? • Who are our friends? • What makes a good friend? • Why are friends important? • How does it feel when we have no friends? • Why do we trust our friends?