

Examples of Activities

Below are some examples of taught activities, although due to the nature of the early years these are subject to change to take into account the interests of the children.

- Exploring stories through texts and drama. We will retell stories through the use of small world, puppets and songs. This term we will be focusing on Julia Donaldson's stories in all areas of our learning.
- Relating mathematical learning to stories being covered i.e. collecting amounts of food from a shopping list, measuring the lengths of animals, counting out spots to put on ladybirds and butterflies, weighing pumpkins, following recipes and building 2D shapes with sticks.
- Learning about the life cycles of creatures, such as a ladybird, butterfly and spider.
- Exploring and using our senses i.e. investigating different smells and textures.
- Exploring and investigating objects i.e. objects that float and sink, are magnetic, and are made from different materials.
- Using ICT to support learning i.e. websites, digital cameras, microphones, telephones and programmable toys.
- Using different art materials to make objects related to the story being covered that week i.e. collaging butterflies, making stickmen and weaving webs.
- Use a range of small and large equipment, such as balls, hoops and bean bags. Travelling on equipment in a variety of different ways.
- Share things that we enjoy or are interested in during circle time sessions.

Other Information

Weather

In reception the children use both the inside and outside area daily. As the weather is getting colder could you please ensure that your child comes to school with warm clothing, including their school coat.

Water Bottle

Please ensure that your child has a named water bottle in school each day.

PE

Reception will have PE on a Tuesday. Please make sure that your child is wearing their full PE kit with trainers, and that they have Plimsolls in a bag on their peg in class for indoor PE.

Please could children wear, or bring their PE shorts in their book bags on a Tuesday so that we are prepared for indoor or outdoor PE.

Outdoor Learning

We will frequently be using our outdoor areas and the environmental garden. Please ensure that your child has wellies that stay in school.

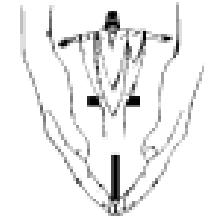
Tapestry

All parents will receive a login to their child's personal tapestry account. We welcome any 'wow' moments from home to be recorded here to add to their profile and we will share them in class. Please ensure that you check your child's account regularly to see what they have been learning at school. This will be available to you in a few weeks time.

Reception Baseline Assessment

Your child will be participating in the Reception Baseline Assessment within the first half term. This is a short, interactive and practical assessment of your child's early skills when they begin school, and will provide an individual starting point for them.

Holy Cross Catholic Primary Academy



Reception

Autumn Curriculum Leaflet







Mrs Peters and Miss Kelly

Mrs Newell & Mrs Bennett

Ms Watts & Miss Neighbour



Through the topics of Julia Donaldson stories and Christmas we will be covering the objectives found below.

<u>Personal, Social and Emotional Development</u> 	<u>Communication and Language and Literacy</u> 	<u>Mathematics</u> 
<ul style="list-style-type: none"> Select and use activities and resources, with help if needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important. Be increasingly independent in meeting their own care needs. Find solutions to conflicts and rivalries. Talk about their feelings using words like, 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, understand a question or instruction that has who parts, and understand 'why' questions. Sing songs and know many rhymes. Develop their communication and pronunciation. Start and engage in conversation with an adult or friend. Understand that print has meaning and can have different purposes, that we read English text from left to right and top to bottom in page sequence, and can name the different parts of the book. Develop their phonological awareness- clapping syllables, spotting and suggesting rhymes, recognising words with the same initial sounds. Use some of their print and letter knowledge in their early writing. Write their name. Write some letters accurately. 	<ul style="list-style-type: none"> Recite numbers, and count objects, actions and sounds by saying one number for each item in order, 1, 2, 3, 4, 5. Develop fast recognition of 3 objects without having to count. Link numerals and amounts. Experiment with symbols, marks and numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using the language of 'more than' and 'fewer than.' Talk about and explore 2D and 3D shapes using informal and mathematical language. Make comparisons between objects relating to size, length, weight and capacity. Talk about, create and extend patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, using words such as 'first' and 'then'. Uses positional language.
<u>Physical Development</u> 	<u>Expressive Arts and Design</u> 	<u>Understanding the World</u> 
<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills.. Stand on one leg, skip, hop and hold a pose. Use large muscle movements to wave streamers, paint and make marks. Start taking part in some group activities, or in teams. Remember sequences and patterns of movements which are related to music and rhythm. Use one handed tools and equipment. Show a preference for a dominant hand, and use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, e.g. putting on coat and doing zip. 	<ul style="list-style-type: none"> Take part in simple pretend play and begin to develop complex stories with small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore and join different materials, explore textures and develop and express their own ideas. Begin to use shapes to represent objects, and draw with increasing complexity and detail. Explore colour and colour-mixing. Listen with increasing attention to sounds, and respond to what they have heard, expressing their thoughts and feelings. Remember and sing songs. Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore materials and talk about what they can see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Shows an interest in different occupations and explores how things work. Understands the key features of the life cycle of a plant or animal. Plant and care for growing plants and understand the need to respect and care for them. Talk about differences between materials and changes that they notice. Know that there are different countries in the world and talk about the differences. Continue developing positive attitudes about the differences between people.