



## COMMUNICATION and LANGUAGE

Daily **storytime** altogether sharing picture books.

**Circle time** – sharing news and speaking in sentences, talking about what we are doing, what we are thinking, how we are feeling. Continuous provision to encourage talk, language and collaboration; Domestic role play, puppets and books, small world play, outdoor play. Encouraging use of vocabulary of the week during play– based on Talking Through Stories.

### WRITING

Children develop mark making skills through drawing with pens, pencils, sand, mud, chalk, water. Reception children will learn to read using Essential Letters and Sounds (ELS). We will be learning phase 2 phonemes this term. Continuous provision for mark making and practising reading; chalk, paints, reading corner, ipads, books placed throughout provision. How you can help at home:

We will be sending home picture books which your child has chosen from our reading corner. Please share these choosing books with them at home and return each Monday for changing. Visit the local library to help develop a real love of books and read books from home. Reception children will bring home their phase 2 phonemes that we are learning this term and a reading book for them to practise at home. Please note down any reading in your child's reading record. Each book should be read 4 times. They will be changed on Mondays.



## PHYSICAL DEVELOPMENT

Outdoor play – lifting, carrying, swinging, climbing, running, jumping, catching, throwing. Riding balance bikes. Daily fine motor exercises and activities – threading, pinching, rolling, twisting, squeezing, manipulating.

Continuous provision indoors; arts and crafts, construction

How you can help at home

Encourage your child independence with doing up buttons, zips on coats, opening packets eg crisps, yo-yos etc. Also crafting, going for walks, bike rides, etc to build strength and resilience. PE with Mr Knight is Thursdays. Please wear PE clothes to school this day.



## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Class rules and expectations

**PSHE** Scarf Curriculum - Me and My Relationships

Talk about similarities and differences;

Name special people in their lives;

Describe different feelings;

Identify who can help if they are sad, worried or scared.

Identify ways to help others or themselves if they are sad or worried.

How you can help at home

Routines at home for getting ready for school, bedtime etc.

Ask your child to help you with simple household chores.

Please upload onto Tapestry / Class Dojo photos of your child's family. We would like to create a family gallery in the classroom.

## CHANGES

### RECEPTION - TERM 1/2 2025-26



## EXPRESSIVE ART AND DESIGN

Charanga – music program unit 1 Me!

Continuous provision for creativity and expression; workshop for sticking, cutting, creating with various media, paint, small world and block play, dough and sensory area, small construction – mobilo, interstar, duplo and larger construction outside.

How you can help at home

Go outside and use natural resources like leaves and twigs to make sounds, create art or use for imaginative play.

## MATHS

Reception

Unit 1 – counting 1-5 including subitising

Unit 2 – counting 6

Unit 3 – counting 7

Naming and talking about the properties of 2d and 3d shapes

Continuous provision – opportunities for maths throughout provision including counting, measuring, estimating, money, time, comparing. Singing number songs eg 5 little ducks, 10 green bottles etc

How you can help at home

Notice where you can find numbers all around us eg around the house (clocks, weighing scales etc), out on a walk (road signs, house numbers) and in nature (leaves on a twig, woodlice under a log etc)

## UNDERSTANDING OF THE WORLD



**Computing** - Use a range of IT – Beebots, ipads.

Religion and World Views– How might people in Gloucestershire show they belong together?. Why is Christmas special to Christians?

**Science** – Theme Changes

exploring, through play, the properties of water (floating, sinking, pouring, freezing, melting) and sand / mud (digging, building, moulding, shaping) Autumn/ seasonal changes.

Discovering the flora and fauna of our school grounds and the forest in Outdoor Learning

**History** – timelines - creating a timeline of our reception year, using photos of ourselves to make our own timeline so far.

Continuous provision – investigation station to look closely at and find out more about objects we find using magnifying glasses, bug viewers, books, outdoor play using gutters, tubes, containers, funnels, sand

How you can help at home:

Talk about changes you see when out and about? Talk about special times you share as a family.