

Reception Curriculum Meeting- Autumn

Baseline assessments take place weeks 1 – 3. Children will then start accessing daily phonics and guided reading sessions as well as weekly Literacy and Numeracy tasks. Children will also complete one other adult led activity per week whilst accessing free flow indoor/outdoor provision.

<u>Topic</u>	<u>Objectives</u>	<u>Activity Ideas</u>	<u>Home Learning Links</u>
All About Me My Family	<ul style="list-style-type: none"> - To talk confidently to adults and other children about themselves and their family. - To understand that this may be different for others. 	<ul style="list-style-type: none"> - Self portraits - Design jigsaw piece for display - Paper plate face of a friend, what makes us different? 	<ul style="list-style-type: none"> - Discuss family traditions - Design a family tree - Look at other families you may know, are they the same?
Harvest Festival	<ul style="list-style-type: none"> - To look at the religious meaning behind Harvest Festival and understand why we celebrate it. - To discuss other religions and their celebrations, does everybody celebrate Harvest? - To discuss a range of foods we might see at Harvest and discuss healthy living. 	<ul style="list-style-type: none"> - Use paint and creative materials to make a piece of fruit/vegetable to put into our class basket - During circle time, discuss how some people in the world don't always have enough food to eat and how harvest should be a time of plenty but some people don't have a lot. Discuss ways of helping with the children, e.g. food collections and charities. - Write our own prayers - Celebrate Harvest with the rest of school. 	<ul style="list-style-type: none"> - Discuss what the Harvest Festival is and why we might choose to celebrate it. - Create a Harvest Hamper together.

<p>Autumn</p> <p>Story focus of Leaf Man and Tattybogle</p>	<ul style="list-style-type: none"> - To discuss the changing seasons, how do we know it is Autumn time? - To show attentive listening when read a story. - To be able to answer questions and retell parts of a story. - To use number knowledge to 10 and beyond to accurately count out resources needed. 	<ul style="list-style-type: none"> - Outdoor Learning session in the grounds of school to create our own Leafman. - Write letters and ask questions to Tattybogle. - Discuss seasons and what changes in Autumn. 	<ul style="list-style-type: none"> - Go on an Autumn themed treasure hunt using numbers eg find me 4 red leaves, 6 sticks, 3 conkers etc to encourage children to match the numeral to a quantity.
<p>Superheroes</p> <p>Our Superheroes</p>	<ul style="list-style-type: none"> - To use design and discuss their own Superhero explaining what powers they have. - To participate in PE sessions where we are learning what powers we have! (Jumping, crawling, climbing etc). - To confidently discuss who they think is a Superhero in their life and why. 	<ul style="list-style-type: none"> - Possible visit from PCSO to talk to children about their role and how they are a Superhero! - Superhero masks put into provision for children to role play. - Superhero challenges around class. - Rescuing Superheroes in the finger gym area (undo padlocks, untie string) - Superhero comics added to Reading area. 	<ul style="list-style-type: none"> - Children to turn themselves or a parent into a Superhero! Use available resources at home. Children can create costumes, masks, magic wands, vehicles etc. Encourage them to create independently using critical thinking skills to solve their own problems and it be a 'surprise' when they are finished!

<p>Traditional Tales</p> <p>Goldilocks, Three Little Pigs, Gingerbread Man</p>	<ul style="list-style-type: none"> - To listen attentively and understand ‘how’ and ‘why’ questions about the stories. - To use speech as a way to organise and express their thoughts to others. - To recap and learn common 2D and some 3D shapes. - To use effective pencil grip to form some initial sounds. 	<ul style="list-style-type: none"> - Write letters to Goldilocks. - Recreate the houses from Three Little Pigs, discuss the properties of them. - To design and create a boat to help the Gingerbread Man across the river in a STEM activity (science, technology, engineering, Maths). - Make Gingerbread Men. 	<ul style="list-style-type: none"> - To read the stories at home if available, children to follow the story using pictures and recall what they remember. - To look at different materials when out and about, would a house made of that blow over? Discuss reasons why or why not.
<p>Christmas</p>	<ul style="list-style-type: none"> - To take part in the Nativity demonstrating self-confidence. - To use mathematical language around shape, size, weight. - To discuss the meaning of Christmas and why we celebrate it. - To look at how Christmas might look different around the world. 	<ul style="list-style-type: none"> - Use the Post Office in the home corner to weigh presents, write address labels, take in and count money etc. - Write a Christmas list for Santa. - Make Christmas cards. - Plan Santa’s route - Take part in the Nativity. 	<ul style="list-style-type: none"> - Discuss family traditions at Christmas, is there something that you do every year? - Use Santa Tracker at home to encourage the use of technology with a purpose, discuss Santa’s route and the countries he has been.

All activities your child completes are recorded using ‘Learning Book’ this is an electronic learning journey that can be accessed at home. Parent logins will be set up and shared at a workshop for parents W/C 22nd October. Details will be sent out closer to the time. This date has been set by our Trust EYFS leader as this will give us enough time to collate a range of observations before you can view them.

Literacy, Numeracy, R.E and ‘Everything Else’ books will be shared at parents evening. Home reading books will be sent out after baseline assessments have been completed. Please try and read with your child regularly and record this in their reading record. P.E kits need to be left in school and we will send them home when appropriate. Initial P.E sessions will be completed in uniform as changing into P.E kits can be quite hectic! If you could start to encourage your child to come into school independently it would be appreciated.

Myself, Mrs Ellam, and Miss Murray, are always more than willing to help so please do not hesitate to ask any questions or discuss any concerns with us.

Thank you for your co-operation and support!

Miss Gulliver.