

This term, Reception are learning about: **All About Me !**

<p><b><u>Statutory Assessments</u></b></p> <p>During this half term the Reception children will be undertaking the statutory baseline assessment called the '<b>Reception Baseline Assessment – RBA</b>'.</p> <p>The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with. It is statutory for all schools from September 2021.</p>	<p><b><u>Communication and Language Development</u></b></p> <p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them Their goals/ dreams? Rhyming and alliteration Sharing facts about me! Worry box All about me! Model talk routines Talking partners Morning introductions manners please thank you Rules to be a good listener <b>Daily Book Vote/core rhymes</b></p>	<p><b><u>Early Language Support</u></b> <b>NELI</b> Nuffield Early Language Intervention</p> <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p> <p><b><u>Vocabulary</u></b> <b>Tier 2 Twister words</b> Similar Calm Nibble Nervous Shiver Tremble</p> <p><b><u>Core Rhymes</u></b> Handy Work    Each Day Different</p>
<p><b><u>PSHE</u></b> <b>Jigsaw: Being in my World.</b></p> <ul style="list-style-type: none"> <li>- being unique and recognising similarities and differences.</li> <li>- managing feelings.</li> <li>- working with other to make the school a good place to be.</li> <li>- why it is good to be kind and use gentle hands.</li> <li>- children's rights and what responsibility means.</li> </ul>	<p><b><u>Fine Motor Skills</u></b></p> <p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Squiggly while you wiggle Playdough disco Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p> <p><b><u>Handwriting:</u></b> Daily practise letter formation, lower case and alongside phonics.</p>	<p><b><u>PE</u></b> <b>Focus – Spatial awareness and ways to move - Changing for PE</b></p> <p>Cooperation games i.e. parachute games</p> <p>Outdoor equipment – climbing equipment, wheeled bikes, balls, construction etc.... Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>
<p><b><u>Reading</u></b></p> <p><b>Author of the term</b> <b>Nick Sharratt – Daisy series and other text</b></p> <p><b>Daily book vote and everyone a reader sessions</b></p> <p>Reading scheme books progress with the child's phonic knowledge and blending skills.</p>	<p><b><u>Phonics</u></b></p> <p><b><u>Phase 2</u></b> Baseline assessment s a t p l n m d g o c k c k e u r s s Assessment week H b f f l f f I the no put of is to go into pull as his</p> <p>Daily sessions Children learn to write the letter sound (phoneme)</p>	<p><b><u>Writing</u></b></p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Diagrams Messages – Create a Message centre! Name writing</p>
<p><b>Maths – White Rose Maths Scheme</b> Getting to Know You ( Baseline Assessments ) 3 weeks</p> <p><b><u>Phase 1</u></b> <b><u>Just Like Me !</u></b> 3 weeks</p> <p><b><u>Number</u></b> matching, sorting and comparing amounts</p> <p><b><u>Shape, Space and Measures and Spatial Thinkers</u></b> Comparing size, mass, capacity and exploring patterns</p>		

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<p><b><u>RE</u></b></p> <p><b><u>Which stories are special and why?</u></b> <b><u>Key concepts:</u></b></p> <p>Special, Holy books, stories from holy books, Bible, Qur'an, Jesus, Prophet Muhammad, Christianity, other faith traditions, keeping promises, own feelings, Diwali, God,</p> <p><b><u>Key Festivals:</u></b> Rosh Hashanah <b>Harvest Festival *</b> Eid ul Adha All Saints Day Hallowe'en</p>	<p><b><u>Understanding the World - History</u></b></p> <p>My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p><b><u>Understanding the World- Geography</u></b></p> <p>Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.</p>
<p><b><u>Understanding the World- Science</u></b></p> <p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p>	<p><b><u>Expressive Arts and Design- Music</u></b></p> <p><b>Charanga Me</b></p> <p>Composer: Wolfgang Amadeus Mozart, <i>Allegro from A Little Night Music</i></p>	<p><b><u>Expressive Arts and Design- Music</u></b></p> <p>Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits</p>

**WOW Moments and Enrichments**

Autumn Trail  
Nurse / Firefighter / police visit  
Harvest Time  
Visit the church  
Christenings  
Birthdays  
Talent show  
Halloween  
What do I want to be ?  
Library Visit each half term  
Mini bus trip – local woods den building/ School's Jenny's Wood

