

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

<p><u>Statutory Assessments</u></p> <p>During this half term the Reception children will be undertaking the statutory baseline assessment called the 'Reception Baseline Assessment – RBA'.</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>They will also complete assessments such as number, Phonics Phase Teacher Assessments and Grapheme and Phoneme Correspondence.</p>	<p><u>Communication and Language Development</u></p> <p>Welcome to EYFS 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! Talking partners Introductions Rules to be a good listener Daily Book Vote/core rhymes</p>	<p><u>Early Language Support</u> Opportunities to support children's language and early literacy skills acquisition will be planned for the continuous provision and where appropriate, interventions.</p> <p><u>Vocabulary</u> Tier 2 Twister words Similar Calm Nibble Nervous Shiver Tremble</p> <p><u>Core Rhymes</u> Handy Work Each Day Different</p>
<p><u>PSHE</u></p> <p>Pupils will discuss what makes them unique. They will learn about managing feelings and working with others. They will talk about being kind to others and children's rights.</p>	<p><u>Fine Motor Skills</u></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 <u>Handwriting:</u> Daily practise letter formation, lower case and alongside phonics.</p>	<p><u>PE</u> Focus – Spatial awareness and ways to move - Changing for PE</p> <p>Pupils will be working individually and in groups.</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><u>Reading</u></p> <p>Author of the term Nick Sharratt – Daisy series and other text</p> <p>Daily book vote and everyone a reader sessions</p> <p>Reading scheme books progress with the child's phonic knowledge and blending skills.</p>	<p><u>Phonics</u></p> <p><u>Phase 2</u> 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 ff l ll I the no put of is to go into pull as his Children learn to write the letter sound (phoneme)</p>	<p><u>Writing</u></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>Maths – White Rose Maths Scheme <u>Getting to Know You</u> (Baseline Assessments) (2 weeks) <u>Match, sort and compare</u> matching, sorting and comparing amounts (2 weeks) <u>Talk about measure and patterns</u> Comparing size, mass, capacity and exploring patterns (2 weeks) <u>It's me 1,2,3</u> Number (1 weeks)</p>		

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<p><u>RE</u></p> <p><u>Which stories are special and why?</u> <u>Key concepts:</u></p> <p>Pupils will learn about special days and Holy books for different religions, as well as stories from holy books. They will learn about other faith traditions.</p> <p>They will learn about key festivals for different religions this term.</p>	<p><u>Understanding the World</u> <u>- History</u></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><u>Understanding the World- Geography</u></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><u>Understanding the World- Science</u></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><u>Expressive Arts and Design- Music</u></p> <p>Pupils will be learning about music from different cultures. They will learn about music around different festivals. As well as using instruments, pupils will have the opportunity to sing songs.</p>	<p><u>Expressive Arts and Design- Music</u></p> <p>Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits</p>
<p><u>WOW Moments and Enrichments</u></p> <p>Autumn Trail Nurse / Firefighter /police visit Harvest Time Birthdays What do I want to be? School Library Visit Jenny's Wood on school premises</p>		

