

Reception Curriculum Blog

Autumn 1 2023



Dear Parents and Carers,

We are thrilled to see our Nursery families return and excited to welcome our new families into our fantastic school community here at Little Thurrock Primary. The school year is divided into 6 half terms. The theme for our learning in the first autumn term called Autumn 1 is 'It's All About Me!'. This half term, our main focus is ensuring we build strong positive relationships with you and your child. We ask the children to focus on themselves and share their expert experiences of themselves. We celebrate our uniqueness and encourage the positivity of everyone being special and everyone belonging to our new class and school community. This curriculum blog shares with you the learning we will be sharing with your child over the next 6 weeks.

If you have any questions, please feel free to ask us on ClassDojo.

We look forward to nurturing happy, curious and inspired learners.

Warmest wishes,

Mrs Wade, Miss Donaldson, Miss Roberts and Miss Payne

Personal, Social and Emotional Development



In the coming weeks, we're excited to focus on fostering your child's learning, cooperation, and adaptability. We encourage them to remember their learning partner's name, promoting teamwork and relationship-building skills. Additionally, each day presents an opportunity for them to embrace a new challenge or explore a different area at school, encouraging curiosity and growth. We also encourage them to not only remember their learning partner's name but to actively engage with someone new each day, promoting social interaction and diversity in their experiences. Each day brings new opportunities for your child to expand their horizons and develop important life skills.

Communication and Language

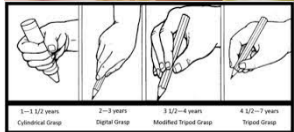
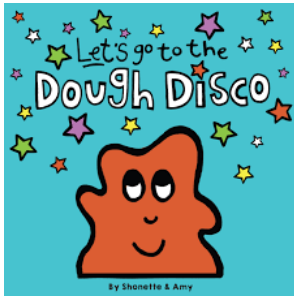


During the initial six weeks of this term, we will be conducting essential assessments to better understand the strengths and areas of development for your children, particularly in the domain of communication and language. These assessments include the NFER Baseline and the WellComm screening. The aim is to gain valuable insights into each child's communication and language skills, which will guide our teaching and support strategies tailored to their unique needs. This proactive approach will enable us to create a positive and inclusive learning environment, ensuring that each child has the opportunity to thrive and reach their full potential. We believe that by identifying their strengths and areas for growth early on, we can provide them with the best possible educational experience.

Physical Development

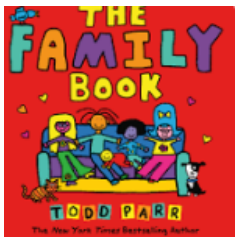


Physical development is split into 2 different areas, 'Fine Motor' and Gross Motor'. Our gross motor curriculum focus is to revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. To confidently and safely use a range of large apparatus outside, alone and in a group, while progressing towards a more fluent style of moving, developing control and grace. We introduce new areas of the outdoor classroom each week starting with using the climbing frame and fort slide areas safely. In week 2 we introduce the crates and planks as well as the bike area. In week 3 we teach the children how to use the sand pit area safely and in week 4 we introduce the use of the water area. In week 5 we encourage the children to use the crates and tyres to build Police



vehicles and jails for their police role play, this is visited again in week 6 by challenging the children to build fire engines with the crates, planks and tyres. We will be developing their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. We all participate in a yoga session once a week building strength and control of our gross motor movements. Our fine motor curriculum focus is to confidently and safely use a range of small apparatus indoors and outside, alone and in a group. We seek to develop a good pressure pincer grip by using a variety of small parts such as pegs, threading beads, clothes pegs, stones and other natural objects. We have a daily dough disco session using playdough to develop the strength and dexterity in our fingers, wrists and hands. We teach the children to hold scissors correctly and make snips in paper. We will develop a tripod grip in a dominant hand to hold pens, pencils and paintbrushes. We teach the correct formation of letter sounds as they are introduced. At this stage we only use capital letters at the start of a name.

Literacy



This half term, the focus is getting to know one another and about some of the important roles in our society that help to keep us safe. During your child's reception year there will be a different book focus every week.

Week 1: The Family book.

"The Family Book" by Todd Parr is a colorful and inclusive children's book that celebrates diverse families. It highlights various family structures, including single-parent, and mixed-race families, emphasizing that what matters most is the love they share. Through simple illustrations and a heartwarming message, it encourages children to appreciate the uniqueness of their own families and respect the diversity of families worldwide.

Week 2: Perfectly Norman.

"Perfectly Norman" is a children's book by Tom Percival that tells the story of a young boy named Norman who grows wings and can fly. At first, Norman is excited about his newfound ability, but he becomes worried about being different from others. He eventually learns to embrace his uniqueness, and the book teaches a valuable lesson about self-acceptance and celebrating what makes us special.

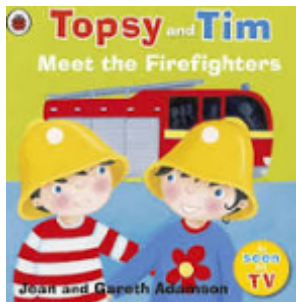
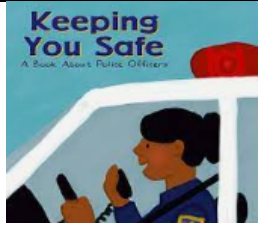
Week 3: Sulwe

"Sulwe" is a children's picture book by Lupita Nyong'o that tells the story of a young girl named Sulwe who has the darkest skin in her family and faces self-esteem issues as a result. Through a magical journey, Sulwe learns to appreciate her unique beauty and discovers her self-worth. The book conveys a powerful message about self-acceptance, self-esteem, and the importance of recognizing and celebrating one's own beauty and identity.

Week 4: Busy People Doctor

"Busy People: Doctor" is a children's book that introduces young readers to the role of a doctor. It follows Dr. Miranda, a busy paediatrician, as she goes through her day, examining patients, giving vaccinations, and providing care. The book offers a simple and engaging way for children to learn about the work of doctors and the importance of staying healthy, all while showcasing the daily life of a medical professional.

Week 5: Keeping you safe: Police Officer



"Keeping You Safe: Police Officer" is a children's book that introduces children to the role of a police officer. It follows Officer Garcia as she works to keep the community safe, whether it's helping people in need, directing traffic, or solving problems. This book provides a child-friendly glimpse into the duties and responsibilities of a police officer, emphasizing their role in maintaining safety and order in the community. It's a simple and informative way for children to learn about the important work of law enforcement.

Week 6: Topsy and Tim Meet the Firefighters.

"Topsy and Tim Meet the Firefighters" is a children's book from the "Topsy and Tim" series by Jean and Gareth Adamson. In this book, the twins, Topsy and Tim, visit a fire station and meet real firefighters. They learn about the equipment, vehicles, and the important job firefighters do to keep people safe. The book is an educational and engaging way for young readers to discover the world of firefighters and fire safety while following the adventures of the beloved twins, Topsy and Tim.

Reading

A new sound will be introduced to your child every day. We will share video links of the day's sound with you on ClassDojo. Please revisit these videos often, to secure your child's phonic sound knowledge.

Week 1 Introduce m,a,s,d,t

Week 2 Introduce i,n,p,g,o and Word Time 1.1

Week 3 Introduce c,k,u,b,f and Word Time 1.2

We check at the beginning of Week 4 that your child knows the first 15 sounds securely. If your child is uncertain we repeat the first 15 sounds to secure them.

Week 4 Introduce e,l,h,sh,r and Word Time 1.3

Week 5 Introduce j,v,y,w,th and Word Time 1.4

Week 6 Introduce z,ch,qu,x,ng and Word Time 1.5

Reading at home

Book change over day is Tuesday. However, please bring ensure your child brings their book bag to school every day, 'Every day is book bag day' is our mantra. Your child will bring home a book they have chosen. This book is for an adult to read to your child and talk about the story. Please record these shared reading experiences as well as any other bedtime story sessions you have with your child on your Boom Reader App.

- 10 things to think about when you read to your child

<https://schools.ruthmiskin.com/training/view/dsCRnBpk/2YeLRQvb>

In week 4 once your child is confident in recognising and saying the sounds we will send home sound blending books. These books have words that contain the sounds your child can recognise and say. Encourage your child to read these daily to you and record them on the Boom Reader App.

- Listening to your child read
<https://schools.ruthmiskin.com/training/view/8POq4igE/owKzcCta>
- Sound blending
<https://schools.ruthmiskin.com/training/view/pSEsIK2v/yqhPpfwJ>
- Sound blending books
<https://schools.ruthmiskin.com/training/view/Pt6pN5Rx/zfCaI9bA>

Mathematics

In weeks 1 and 2 we will carrying out our Reception Baseline Assessments. In weeks 3 and 4 we will be teaching the topic match, sort and compare. We begin by matching objects and then pictures. We teach the vocabulary of same and different. We ask children to notice and tell us what they notice. The children



are then introduced to the concept of a set. They move onto sorting objects into a set and this progresses to exploring different sorting techniques and creating sorting rules. The final step in this series of lessons is to compare amounts. In weeks 5 and 6 our topic changes to 'Talk about measure and patterns'. There are 6 small steps in this topic; Step 1 Compare size, Step 2 Compare mass, Step 3 Compare capacity, Step 4 Explore simple patterns, Step 5 Copy and continue simple patterns, Step 6 Create simple patterns. We teach the language of measures, big, small, tall, short, long, heavy light. We then teach the children to compare and describe what they notice using words such a bigger than, taller than, heavier than. During our pattern work children move from exploring the features of simple patterns to being able to copy and continue basic patterns. At this stage, introduce children to AB patterns, which are patterns with only two parts repeating, such as red/green or dog/cat. Activities such as drumming 'my turn, your turn' help to embed sound patterns and keeping a beat. Next, children move on to being able to create their own simple AB patterns, first with some guidance and then independently. The children will have opportunities to make AB patterns in a range of contexts, including shapes, colours, actions and sounds. Once children are confident in making patterns, we create further challenge by asking them to spot an error in an AB pattern.

Understanding the World



Over the next six weeks, our focus is on helping your children to explore their world and understand the roles of essential community helpers. During the initial two weeks, we will engage them in constructing miniature homes and drawing their family homes, fostering descriptive language skills. In weeks three and four, we delve into individuality by creating our own faces and discussing facial features, encouraging conversations about similarities and differences among peers. Moving on, weeks five and six are all about community helpers. We will create a class display showcasing family members' professions and invite a nurse to answer questions. The children will role-play doctors, write prescriptions, and explore hospital roles. Simultaneously, we will explore the vital role of the police, with your child taking on the role of a police officer and understanding their various responsibilities. This will include using tablets to 'discover and record' evidence and crafting a police car. We will also dive into the world of firefighters, with role-play activities, discussions on fire safety, and designing firefighter uniforms emphasizing safety. Throughout these engaging weeks, we'll ensure your child gains a deeper understanding of their community and the individuals who make it safe and supportive.

Expressive Arts and Design



This half term our focus on the 'Being Imaginative and Expressive' area of the curriculum involves 4 different role-play scenarios. We begin with a home corner role play in the indoor and outdoor classrooms. In week 3 the indoor role play changes to a hospital role play. In the outdoor classroom the home corner remains for the half term and in week 4 we further enhance the children's role play opportunities with Police Officer and Fire Fighter role play props. The 'Creating with Materials' focus for this half term is to Explore, use and refine a variety of artistic effects to express their ideas and feelings. We will be creating self and family portraits using collage and paint. We will be selecting materials to make a picture frame and exploring different ways of joining the materials together. We will be expressing feelings of sadness with paint and talking about how it is okay to feel sad and how to get help.

Religious Education

During this half term we will be focussing on the question Which people are special and why? We will begin our journey thinking about people who are special to your child. We will share their Amazing Me books. In week 3 we introduce the Sikh character Arjan and learn about a story that Sikhs share about a special person. In week 4 we will identify some of the qualities of a good friend as we work to build relationships in our new class. Additionally, we introduce the Christian character 'Grace' and talk about stories of Jesus as a friend to others. In week 5 we think about what Christians can learn from actions in a story. In week 6 we think about which story shows Jesus being a friend and caring for others?

Computing

This half term we will be teaching your child about 'E-Safety' so they know what to do if they see something on the internet that makes them feel 'funny in their tummy'. We will use the Jessie and Friends video and song to teach this to your child. Using the song and instructions we will introduce the skill of sequencing.

Ideas to support your child's learning at home linked to our areas of learning this term:

Remember to share and upload your own observations of your child's learning at home on their Tapestry account. Observations such as riding their bike or helping to lay the table and cook a meal for the family are all wonderful learning experiences you might share at home that we would love to see in school.

Read aloud versions of weekly texts on youtube

Week 1: The family book: <https://www.youtube.com/watch?v=gMpecJKW0jM>

Week 2: Perfectly Norman: <https://www.youtube.com/watch?v=LjohUwNT3RU>

Week 3: Sulwe: <https://www.youtube.com/watch?v=vujbTOuzg2Q>

Week 4: Busy people: Doctor: <https://www.youtube.com/watch?v=XdXzKvA-7qM>

Week 5: Keeping you safe, Police Officer: <https://www.youtube.com/watch?v=7FiEAgwqFuY>

Week 6: Topsy and Tim Meet the Firefighters : <https://www.youtube.com/watch?v=bl6rQGY6eRo>

Helping your child to read at home

- What is Read Write Inc. Phonics? <https://schools.ruthmiskin.com/training/view/0qQtCEUk/RnNqX9G7>
- Understanding Phonics <https://schools.ruthmiskin.com/training/view/SZJplW7D/wLhWRxcK>
- How to say the sounds <https://schools.ruthmiskin.com/training/view/DCAq3KEI/awry7hNj>
- Why read to your child? <https://schools.ruthmiskin.com/training/view/Vqkmwlv/AWK7Khmq>

Homework Project – Children are asked to choose one of the projects below to complete.

Please complete and return Homework projects by Friday 13th October. Homework projects will be celebrated and shared in class from Monday 20th October.

We will be sending you links to a Tapestry activity for our homework project. This activity is called Jobs. This activity encourages you to explore the types of jobs people can have and why they might have that job too.