

2nd September 2021

Dear Parents

Reception Autumn Term Curriculum Letter

Welcome to the Autumn Term at Fosse Bank School! We are looking forward to welcoming everyone into Reception and meeting the new children in our class. I am sure everyone will soon feel settled in and will enjoy getting to grips with the new routines.

A copy of the Autumn Term Curriculum Map is attached for your information.

Swimming takes place on Mondays and all swimming kit must be taken home on Monday evening. Children come to school in their PE kit on Wednesdays and Thursdays. They will also have Forest School on Tuesdays and will need their kit in school. Please ensure all clothing is named.

The Early Years Foundation Stage continues throughout the Reception Year. Each of the Early Learning Goals is covered within the classroom. The curriculum encourages development through child-initiated learning. We will be covering the following topics this term: 'All about me', Autumn, Harvest, Diwali, Road Safety Week and Christmas. These are changeable depending on the children's interests. The phonics scheme we follow is 'Read Write Inc'. This is an innovative scheme which teaches letter and sound knowledge, reading and writing in parallel. We will enhance our number and numeracy recognition by following the Abacus Scheme.

The Autumn Term is always a busy one so please refer to the Autumn Term Calendar and be on the lookout for letters informing you of events taking place. We are confident that your child will have a happy, productive and enjoyable term but should you wish to discuss any aspects of their experiences at Fosse Bank, please do not hesitate to email me at K.Maier@fossebankschool.co.uk

Many thanks for your continued support. We look forward to working with you throughout the year.

Yours sincerely

Miss K Maier
Reception Teacher

Miss A Cordingley
Headmistress

Reception Autumn Term 2021 Curriculum Map

Mathematics	<p>COUNTING</p> <p>Chant numbers in order 1–10 Estimate a set of objects or images up to 10 Recognise numerals 1–5 Count actions or images or items which cannot be moved, e.g. claps, dotty cards, bricks in a tower Recognise numerals 1–10 Count to find out how many in a set up to 5, matching spoken numbers to objects (including irregular arrangements) Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements) Chant numbers in order 1–20 Recognise numerals 1–20 Begin to use the language of more and fewer to compare sets of objects Begin to compare and order numbers to 10 Begin to write numerals 1–5 Begin to write numerals 6–10 Count back from 10 to zero</p> <p>ADDITION AND SUBTRACTION</p> <p>Recognise up to six fingers or dots on a dice/domino without counting Partition a set of five objects into two sets Partition a set of six objects into two sets Begin to read and understand number sentences Begin to know number pairs to 5 by heart Say the number one more than a given number up to 10 Say the number one less than a given number up to 10</p> <p>SHAPE AND SPACE</p> <p>Begin to use the language of position to describe a simple location, e.g. behind or next to Move an object into position following a simple instruction, e.g. under the table Begin to use mathematical names for 2D shapes: circle, triangle, square, rectangle Say how many sides and corners a simple 2D shape has Select a particular 2D shape and use mathematical terms to describe it</p> <p>MEASURES</p>
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	<p>Talk about their daily routine using key vocabulary; order and sequence familiar events</p> <p>Recite the days of the week in order</p> <p>Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow</p> <p>Compare two lengths or heights using direct comparison</p> <p>Order three or four items in relation to length or height</p> <p>Understand that the capacity of a container is a measure of how much it holds</p> <p>Compare two capacities using direct comparison and using the language of full, half-full and empty</p> <p>Begin to use mathematical vocabulary associated with measures, e.g. longer, shorter, taller</p> <p>Begin to recognise the seasons</p> <p>Begin to recognise coins and to understand that different coins have different values</p> <p>PATTERN</p> <p>Copy, continue and begin to create repeating patterns of objects, colours, shapes, sounds and actions</p>
<p>Communication and Language</p>	<p>LISTENING AND ATTENTION</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention, can listen and do.</p> <p>Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions.</p> <p>UNDERSTANDING</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour such as nonsense jokes.</p> <p>SPEAKING</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organize, sequence and clarify thinking, ideas, feelings and events.</p>
<p>Literacy</p>	<p>READING</p> <p>Hears and says the initial sounds in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Enjoys an increasing range of books.</p> <p>Begins to read words.</p> <p>WRITING</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>

	Writes own name and labels.
Understanding the World	<p>PEOPLE AND COMMUNITIES They know about similarities and differences between themselves and others. Knows some of the things that make them unique. Enjoys joining in with family customs and routines.</p> <p>THE WORLD Looks closely at similarities, differences patterns and change. Can talk about some of the things they have observed.</p> <p>ICT Completes a simple program on a computer.</p>
Expressive Arts and Design	<p>EXPLORING AND USING MEDIA AND MATERIALS Builds a repertoire of songs. Constructs with a purpose in mind using a variety of different resources. Selects appropriate resources and adapts work where necessary. Explores what happens when they mix colours.</p> <p>BEING IMAGINATIVE Plays cooperatively as part of a group to develop and act out a narrative. Plays alongside other children who are engaged in the same theme. Introduces a storyline into their play.</p>
Personal, Social and Emotional Development	<p>SELF-CONFIDENCE AND SELF ESTEEM Confident to speak to others about own needs, wants, interests and opinions. Show confidence to try new activities.</p> <p>MAKING RELATIONSHIPS Form positive relationships with adults and other children. Takes steps to resolve conflicts with other children. Play co-operatively, taking turns with others.</p> <p>MANAGING FEELINGS AND BEHAVIOUR Understands that own actions affect other people. Aware of the boundaries set, and of behavioural expectations in the setting.</p>

<p>Physical Development</p>	<p>MOVING AND HANDLING Shows an understanding of how to transport and store equipment safely. Draw lines and circles using gross motor movements. Experiments with different ways of moving. Uses simple tools to effect change to materials. Begins to form recognisable letters.</p> <p>HEALTH AND SELF-CARE Manage their own basic hygiene. Usually dry and clean during the day. Eats a healthy range of foodstuffs and understands need for a variety in food.</p>
<p>French</p>	<p>Understand that France is a different country where French is spoken. Respond to and say greetings. Learn to respond to and say je m'appelle and respond to et toi? Use a physical response to show understanding of classroom instructions. Learn numbers 1-10 Learn a simple song in French and act out a story in French based on Bonjour Milo Under the Sea vocabulary. Listen to French Christmas carols, stories, write a Christmas card in French. Learn a Christmas song.</p>
<p>Music</p>	<p>Developing rhythmic and vocal skills, through a variety of musical games and songs. There will be a focus on Harvest and Christmas. Learning about pulse, simple rhythms, exploring sounds and developing a clear sense of pitch using a variety of classroom percussion instruments.</p>