

### **Primary Curriculum Driver: PSED (Personal, Social and Emotional Development)**

The children will be given lots of opportunities to share information about themselves and their families in both large and group activities. They will explore and answer the question 'I wonder why I'm Special?' They will spend time sharing our adventures with their 'Everywhere bears.' The children will be encouraged to explore both the indoor and outdoor environments through a range of adult and child-initiated learning opportunities. They will join in with our daily 'Special Person' time where each day, a friend is chosen at random to sit on a special chair. The special person will be celebrated by everyone as we share our favourite things about

### **Reception**

### **Autumn 1**

### **I wonder why I'm special?**



### **Secondary Curriculum Driver: CL (Communication and Language)**

The children will have daily opportunities for singing and rhyming in a range of group activities. There will be daily opportunities for 'Plan, do review.' Here the children will share with a small group where they are going to work and play and what they might do there. At the end of the session the children will be invited to share their learning and answer simple questions. This will be a fantastic opportunity to build on their language and vocabulary in relation to their chosen activities and interests. Using the core text 'Ruby's Worry' the children will also develop their vocabulary linked to expressing their emotions.

### **Literacy:**

The children will be introduced to early reading through our whole class daily phonics. They will be learning to recognise the following sounds m, a, s, d, t, i, n, p, g, o. They will learn to read simple words with those sounds and begin to write some of these. The children will be given daily opportunities to read and write their first name in a range of contexts such as labelling paintings and models. The children will help with the classroom set up by writing labels for the resources around the room. They will learn to read the following words: I, go, no, to, the, into. The words will be given on a key ring to practise at home. They will use the core text 'Ruby's Worry' to help us with book talk skills such as building vocabulary linked to our emotions and making simple predictions about stories.

### **Mathematical Development:**

Through daily large and small group maths activities the children will begin to deepen their understanding of numbers. We follow the White Rose Maths scheme across school so initially, they will concentrate on the numbers to 5. They will learn to represent these in many different ways. Alongside this, children will be exposed to further numbers through various number rhymes and games as well as counting how many children are in school each day. Numbers will be put into real life contexts as the children help to organise snack and other activities in the daily routine. They will use the outdoors to help create patterns and shape using natural resources. I'm pretty sure we'll even find time for some baking to really bring maths to life!

### Understanding the World:

Using their 'Everywhere Bear,' the children will talk about some of their experiences over the summer. In RE, they will answer the big question 'Why is the word God important to Christians?' The children will talk about who is special and important to them as well as asking questions about others in the group. The children will be able to quickly understand that everyone of us is special and unique. Our daily Special Person helps to support this idea also.

### Physical Development:

Each week a small group of children will be chosen to make play-dough which will then be in provision offering a range of skills to develop fine motor skills such as pinching and twisting. Threading beads and picture patterns will remain a morning focus as well as making patterns on the peg boards.

### Expressive Arts and Design:

The children will begin by making simple line drawings of themselves to display in the cloakroom. Here the children will look closely at lines and shapes. They will also paint a larger self-portrait to display. Here the children will focus on selecting and mixing the most appropriate colours. The role play area will start off as a home corner before possibly transforming into a café, depending on the children's interest.

### Help at home by .....

- Encourage your child to dress independently (especially coats and shoes!)
- Read a bedtime story to your child each night
- Find a calm time to read the school books or similar at least 5 times per week
- Practise the tricky words given on the key ring regularly
- Practise writing name encouraging the correct letter formation
- Point out numbers in the world around you
- Talk about what they have done at school (it's ok if they say 'nothing' or 'I can't remember!')

### Don't forget .....

- A spare change of clothes, labelled, to stay in school
- Check all clothes are labelled
- Named wellies to stay in school
- PE bags to stay in school (They will be sent home each half term to be laundered)
- PE day is .....on Tuesday morning
- Water bottles sent into school daily - water only
- Reading folders in school each day
- Sign the reading journal at least 5 x per week - please use only **one page per week!**
- Tapestry updates from school will be once per week - feel free to add your own messages and photos
- Check your parentmail account regularly
- [www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)
- Twitter - @CorbridgeFirst