

# Autumn One

Monday 3rd September  
– Friday 22nd October

## Key Dates

**Parent Meeting** – 23<sup>rd</sup> September. If you missed this meeting and would like a copy of the powerpoint please let us know.

**Parents Calls** – Tuesday 5th October and Thursday 7th October (you can sign up for a slot, please check your emails.)

The school day begins at **8:40am** and finishes at **3:15pm**. Arriving on time is essential as children have milk and fruit at the beginning of the day followed by a phonics session.



# Are we there yet?

*Are you ready for an adventure? Where in the world could we go? How could we travel there? It's time to discover transport, travel and places near and far!*



Welcome to Reception!

Within this newsletter you will find information about what your child will be learning between now and the half term break. At this stage in the year, we work within the Reception objectives of the 'Development Matters' document and they will be brought to life through our topic 'Are we there yet?' We hope you find this information useful. If you have any questions, please feel free to speak to your child's class teacher or Miss Cole (Phase Leader).

We hope you and your child have a great half term!

## Reminders

**All children** should bring a water bottle to school every day please. Water bottles should only contain plain water and must be named.

Please remember to order your child's lunch everyday or send them with a packed lunch

**All belongings** (including shoes) should be clearly labelled with your child's name. Unnamed clothing is very hard to match to the correct owner once it has been lost. There is a lost property box in the cloakroom area of the unit for you to check if your child has lost something.

**Wellies** – If possible we would like every child to have a named pair of wellies to be kept in school for outdoor activities or bad weather.

## Library

Your child will soon bring home a library book in a plastic zip wallet. This book is different to a phonic reading book and is to be shared for pleasure. Please return this book promptly on the date that is written on the folder as your child will not be able to choose a new one until this is returned. We also ask that you take care of these books and keep them in the folder at all times.

## Tapestry



Please check your child's Tapestry account regularly for new observations and press the 'like' button to let us know you have seen it. We also love to see the learning and lovely activities your child experiences at home – please remember to upload photographs, videos and comments to your child's Tapestry journal.

## Our Curriculum

The Early Years Foundation Stage curriculum is split into seven areas. Three prime areas (Communication & Language, Physical Development and Personal, Social & Emotional Development), and four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). Our classroom and outdoor environment at Newsham is set up in a way which ensures opportunities to cater for each of these areas, and our half-termly topics provide a rich curriculum with thorough coverage of all seven. More information on our curriculum and the learning expectations of a Reception child, will be have been shared at the parent meeting

See below all seven areas of learning below and how they are split into Early Learning Goals.

**Communication and Language** – Listening, Attention and Understanding, Speaking  
**Personal , Social and Emotional Development** –Self Regulation, Managing Self, Building Relationships.

**Physical Development** – Gross Motor Skills, Fine Motor Skills.

**Literacy** – Comprehension, Word Reading, Writing.

**Mathematics** –Number, Numerical Patterns

**Understanding the World** – Past and Present, People, Culture and Communities, The Natural World.

**Expressive Arts and Design** – Creating with Materials, Being Imaginative and Expressive.

## Communication & Language

Talking underpins all of our learning in Early Years. During this half term, children will be encouraged to recall events from their past journeys, use talk to clarify their thinking and ideas. Lots of our talk will help to build up the breadth of children’s vocabulary, as they learn the names of new adults and friends, areas and resources of our environment, and features of vehicles and transport linked to our topic.

An equally important skill, is being able to listen to others, and children will listen to stories linked to our topic, anticipating key events and responding to what they hear with relevant comments, questions or actions.

## Are we there yet?

We will begin this half term with a vehicle survey at our school gates, asking ourselves 'Which vehicles will we see?' 'What will we see most of?' 'Are there any vehicles we don't expect to see?' Back in the classroom we will analyse our results to produce a simple pictogram. We will think carefully about journeys we have been on – where did we go? How did we get there? Was it far away or close by? With our DIY passports at the ready, we will also go on a fantastic journey to an unknown destination in school grounds! To support your child, you could look at photographs of holidays or journeys you have been on, thinking carefully about how you travelled (please share these on Tapestry too). Maybe you'd like to explore the local neighbourhood together and take photos of exciting vehicles? You could even keep a tally of the different types of transport that pass your window within a certain time. We will send out some more detailed homework tasks at a later date, in a separate document.

## Personal, Social and Emotional Development

This is of high importance this half term as the children transition from Nursery to Reception – and some from other settings! We will spend lots of time promoting and reading stories about feelings and how to manage them, especially in new situations like the one we are in. Using modelling and positive encouragement, we will also ensure children are aware of the boundaries and behavioural expectations in the setting.

car		
bus		
aeroplane		
lorry		
tractor		
helicopter		
van		
bicycle		
walking		
motorbike		



## Reading

**Reading with your child is so important** – we cannot stress this enough!

Soon, Reception children will bring home a school reading book to share with you. Please read this book at least 3 times per week and make a comment in their yellow reading record.



We will read individually with your child in school on a Friday. At this time, your child will be able to change their book. Please note, if the reading book does not come into school on a Friday it will not be changed until the following Friday.

Your child will encounter other taught reading opportunities in school regularly during the week, including daily phonics.

Any reading you can do together to support our topics too, would also be beneficial.

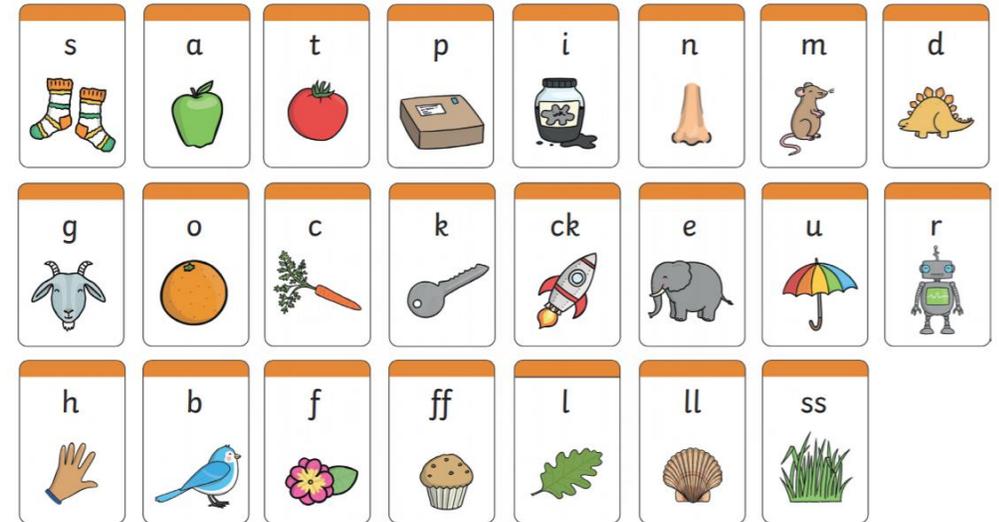


## Literacy

We will begin our learning of phonics this half term, working within Phase 2 of 'Letters and Sounds' phonics scheme. Children will be encouraged to orally blend words (c-a-t = cat) and orally segment them (dog = d-o-g). We will introduce them to the letters which represent individual sounds, starting with s, a, t, p, i and n. We have attached a Phase 2 sound mat for your reference when practising at home.

Helping your child to write their full name will help them be more independent at this stage.

## My Phase 2 Sound Mat



## Physical Development

We are lucky enough to have a special visitor in Reception this half term to talk to the children about road safety – you may recognise them from our local crossing! When playing outdoors, we will practise following instructions and negotiating space safely by playing games which need us to 'stop, look and listen' before we cross.

During hall time we will experiment with different ways of moving, as we fly like an aeroplane and roll like wheels.

Now your child is in Reception, we encourage them to be as independent as possible. Please support this at home, motivating them to get dressed themselves, including putting on their own coat and shoes, cut up their own food and put things into and take things out of their school bag.

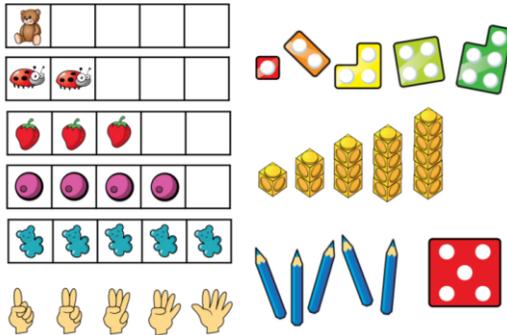


## Maths

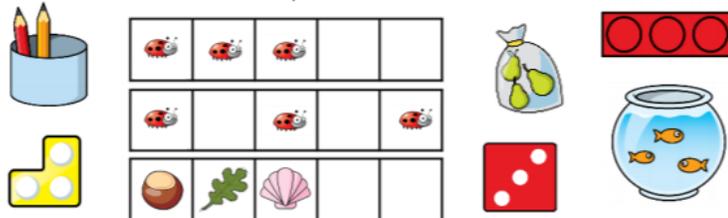
To begin this half term we will focus on numbers 1-5. We will practise careful counting (touching each object as we say the number) to find out how many are there altogether, counting out these amounts from a larger set, recognising key representations of these amounts and recognising the numerals 1-5. We will use practical resources and go on magic number hunts, sing songs and read stories to support this (e.g. five little ducks and Goldilocks and The Three Bears). Our vehicle survey will also allow us to practise using a simple tally to record how many forms of transport we see, then analyse which we saw the most and fewest of.

Following this we will learn that objects can be sorted into groups based on their colour, shape and size. The children will consider what is the same in a set, and what is different between two sets or more.

### Key Representations



Which pictures show 3?



## Understanding the World

Our 'Are we there yet?' topic allows children to compare similarities and differences between places as they think about journeys they have been on. Whilst on our surprise journey within the school grounds, children will use technology to take photographs, and back in the classroom we will sequence them to help us remember our visit. We will sort methods of transport between air, road or water, as well as thinking about 'how' and 'why' things work.

**Where in the world could this be? What is the same? What is different? Where would you like to visit the most? Why?**



## Expressive Arts and Design

This half term, children will sing songs and dance to some nursery rhymes including 'The Wheels on the Bus', 'The Runaway Train' and 'Row, Row, Row Your Boat'.

Children will have daily opportunities within the continuous provision to express their creativity but will also engage with some planned activities to help them practise using scissors and other tools safely. For example, they will assemble and join junk materials to make boats, before testing them on water and adapting then if necessary.