**EYFS - Reception Half Termly Curriculum Information Sheet**

**Autumn 1 Term**

**Topic: ‘All About Me’**

The first half term of Reception will be used as a transitional period with pupils. We will be familiarising ourselves with the children and carrying out baseline assessments. **Formal teaching will begin in the second half term**. Below are some of the main learning objectives from the **Foundation Stage curriculum** that we will begin to cover and assess.

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| **Literacy****Phonics**Baseline phonics assessments will take place with each child; this will support staff in gaining an understanding of their current phonic knowledge.**Below are the Level 2 and 3 sounds that we will begin to teach in the first and second half term. As we teach these,please practice with your child.** Level 2 -**s, a, t, p i, n, m, d g, o, c, k, ck, e, u, r h, b, f, ff, l, ll, ss****Level 3 –****j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er,** **ear, air, ure**Pulils will also begin learning to read and write the tricky words – **the, to, no, go, I, he, she, we, me, be****Communication and Language** -We will be discussing a range of stories related to the topic such as **I am absolutely too small for school, Peepo, Funny Bones, From Head to Toe, Elmer**-Children will have the opportunity to act out the stories and talk about their favourite stories with the class.**Reading** **Children will;**-Explore a range of books-Listen to stories and answer a range of questions -Act out stories-Play rhyming games**Writing****Children will;**-Mark make using pens, paint, chalk, pencils, etc.-Write name labels-Give purposeful meaning to their drawings and mark making | **Mathematics**Children will have the opportunity to access a range of maths activities and games independently. These activities will focus on the following;**Number**- recognising numbers of personal significance (birthday/ age)- matching numbers with their correct quantity- recording numbers- singing number songs and playing number games- making comparisons with different amounts**Shape, space and measure** - creating and describing patterns- identifying patterns in the environment - putting objects in size order - discussing our daily routines- playing positional games- building with 2D and 3D shapes**Using & Applying**Children will be accessing these objectives through child initiated activities and adult directed baseline activities. |
| **Philosophy, Religion and Ethics (PRE)****Focus: Prayers and our shrine**Children will have the opportunity to; -Know how to focus during our daily prayers -Learn the words for our daily prayers-Learn the actions for our daily prayers-Be introduced to who is on the shrine and how to show respect to the shrine**Personal, Social & Emotional development**Children will have the opportunity to; -play with a range of children and make new friends-talk and listen to peers-begin to understand rules and behaviour expectations in school-manage their own self-care-try different types of food at school-understanding the importance of washing hands after using the toilet, before eating, etc. -explore healthy / unhealthy foods. |

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| **Understanding the World**In line with our topic, children will be focusing on themselves and the people special to them.Children will also; -talk about families and special events-get to know their peers-explore differences -explore the environment-talk about favourite animals/ places to visit/ hobbies-have the opportunity to play ICT games and explore technology |
| **Expressive Arts and Design**Children will have the opportunity to:-create self portraits-explore a range of media (paint/ chalk/ collage, etc.) -create props for our role play -use drama to act out stories-play with musical instruments-sing a range of songs/ rhymes-play dancing games   | **Health and Well-Being****Physical development** **Fine Motor Skills**Focus will be on;-holding a pencil correctly-hand and eye coordination-forming recognisable letters and numbers-using one handed tools and equipment (e.g. scissors)  **Gross Motor Development**Focus will be on;-moving around confidently and with pleasure (rolling/ crawling/ running)-negotiating space during group activities-climbing and balancing (climbing frame)**Meditation**Meditation is part of our daily routine to prepare for and reflect on learning. |

To support our children to settle into their new routines and classrooms, we will be starting Spanish after half term and Sanskrit after the Christmas Holidays in Spring Term.