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

**Autumn 2**

Topic: **Celebrations/ What is special to us.**

Below are some of the main learning objectives from the **EYFS curriculum** that we will begin to cover and assess.

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| **Literacy****Phonics**We will continue teaching structured Phonics lessons everyday with the children.**Below are the Phase 2 phonic sounds that we will begin to teach this half term. Please practice with your child.** Phase 2 -**s, a, t, p i, n, m, d g, o, c, k, ck, e, u, r h, b, f, ff, l, ll, ss**We will also begin to learn 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 and non-fiction texts related to the topic such as **The Diwali story/ The Christmas Story/ Mr Birthday/ Elmer**-Children will have the opportunity to ask questions, retell stories and use drama to act out main events.**Reading** **Children will;**-begin to link letters to sounds.-read simple words -Act out stories-retell main events-describe characters and settings**Writing****Children will;**-Mark make using pens, paint, chalk, pencils, etc.-Write initial sounds- Write simple 3 letter words (cvc words)-Give purposeful meaning to their mark making | **Mathematics**Alongside structured teaching, children will have the opportunity to access a range of maths activities and games independently. These activities will focus on the following;**Number**- counting with 1:1 correspondence (saying 1 number for each object)- recognising and understanding numbers to 5 - matching numbers with their correct quantity. - subitise a group of up to 3 objects- Representing numbers in different ways- beginning to understand ‘one more and one less’ of a given amount-making comparisons between quantities and using correct vocabulary.**Shape, space and measure** -Looking at shapes in the environment – circles and triangles and shapes with 4 sides- understanding properties of circles and triangles- making comparisons in shapes in relation to size- using positional language to describe how items are positioned in relation to other items**Using & Applying**Children will be accessing these objectives through child initiated activities and adult directed activities. |
| **Understanding the world**In line with our topic, children will be focusing on Celebrations and things that are special to us.Children will also; -explore differences in faiths, beliefs and cultures-research different celebrations and festivals-talk about their birthdays and other memorable times. -explore similarities and differences between themselves and others-explore similarities and differences between cultures and beliefs. -have the opportunity to research using a range of ICT tools and visits to places of worship  | **Philosophy religion and ethics education****My Shrine, My Prayers My Gaura Nitai** Children will be introduced to the worship hall and to the Gaura Nitai deities. Children will learn about their shrine in their classroom and their relationship with the deities. Children are introduced worship songs and prayers. They learn the songs with gestures and get to play mrdanga and kartals. Children recognise the personalities in the shrine and their names – Gaura Nitai, Srila Prabhupada, Nrsimhadeva. Share and appreciate stories of Chaitanya using props and songs. Introduce names of God from other faith traditions**Personal, Social & Emotional development**Children will have the opportunity to; -play with a range of children-continue to make new friends-talk and listen to peers-talk about our feelings-begin to understand rules and behaviour expectations in school |
| **Expressive Arts and Design**Children will have the opportunity:- take part in traditional dances- create own dances and actions- design Christmas/ Birthday cards and invitations- exploring a range of media (paint/ chalk/ collage) - create props for our role play area- use drama to act out stories- play with musical instruments- learn traditional songs/ create our own songs- take part in Christmas activities. (many of the dance and movement activities will be incorporated in our PE sessions) | **Health and Well-Being****PE – Ourselves**The focus of learning is to explore different movements using different parts of the body. Pupils will learn to respond to words and music using their bodies and props. **Physical development** **Moving and Handling -** Focus will be on;-holding a pencil correctly-hand and eye coordination-forming recognisable letters and numbers-moving around confidently and with pleasure (rolling/ crawling/ running)-using one handed tools and equipment (scissors) -learning how to change our clothes and look after our belongings. **Health and Self Care -** Focus will be on;-trying different types of food at school-understanding the importance of washing your hands after using the toilet-exploring healthy and unhealthy foods.**Meditation**Meditation is done in the morning and at the end of the day to reflect on learning. |
| **Spanish****Greetings**To learn how to say, “hello friend”, “hands up”, “good morning/afternoon/night”. Children can understand and respond basic spoken greetings in Spanish with accurate gestures / actions according to the meaning of the words and times of the day, classmates' gender, etc. Children will start exploring the sounds of Spanish language through the greeting song and its rhymes. Children will learn first steps of gender grammar rules differentiating the words: amigo/ amiga. |

Dear Parents,

If you feel that you have a resource or any further knowledge that could enhance our learning please do let us know, we would greatly appreciate it.

Regards

**EYFS Team**

**Class Teachers: Ms Walker and Miss Korea**