







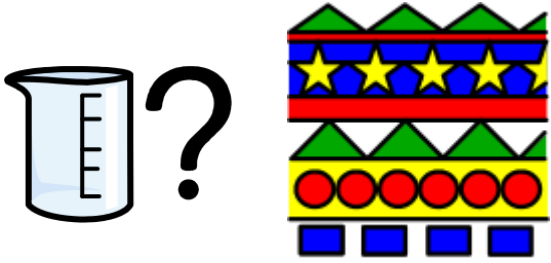
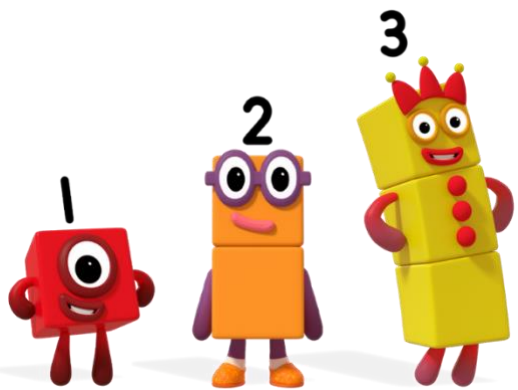




Reception: Autumn Term Curriculum Information for Parents 2024-25


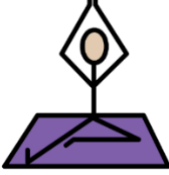



Area of Learning	Curriculum Information
Learning Question	I wonder what makes me unique...
Communication and Language	<p>Reading</p> <p><u>The Colour Monster</u> The story encourages children to express their feelings, even when they are unsure about them. It helps children practice communicating their emotions, improving their overall communication skills. Moreover, it teaches them to manage and cope with their emotions effectively.</p> <p><u>The Family Book</u> This story helps children talk about their family and personal experiences, encouraging language development and confidence in self-expression. The Family Book can also be used to start discussions about family diversity, cultures, and traditions. This helps children talk about their experiences, learn about others, and develop communication skills and social understanding.</p> <p><u>Lost and Found</u> This story is centred around the friendship between a boy and a penguin. Through their journey, children learn about empathy, understanding, and the importance of relationships. The emotional depth of the story helps children relate to the characters and their experiences, fostering a deeper understanding of emotions and interpersonal connections.</p> <p><u>The Leaf Thief</u> The book's narrative involves a playful and interactive story where the squirrel notices that leaves are missing. This sets up a scenario for children to discuss what's happening, ask questions, and predict what might occur next. This kind of interactive storytelling encourages children to express their thoughts and ideas verbally.</p> <ul style="list-style-type: none"> • Focusing on learning new vocabulary. • Understand how to listen carefully during a story. • Understanding the importance of good listening • Ask what questions during a story. • Focus on the core text for prediction. • Communicate through longer sentences to share their ideas and thoughts. • Learn new rhymes, songs and poems. • Focusing on singing familiar nursery rhymes. <div style="text-align: right;">    </div> <div style="text-align: center; margin-top: 20px;">  </div>

Personal Social and Emotional Development	<p><u>Weekly Jigsaw PSED Session</u></p> <ul style="list-style-type: none"> • Who...Me?! • How am I feeling today: I understand we are similar and different. I can start to recognise and manage my feelings. • Being at school: I enjoy working with others to make school a good place to be. • Gentle Hands: I understand why it is good to be kind and use gentle hands. • Our Rights: I understand children's rights, which means we should all be allowed to learn and play. • Our responsibilities: I am learning what being responsible means <p>The children are encouraged to embrace their uniqueness by sharing their hobbies and interests. They are also supported in becoming more aware of their own feelings, such as feeling "worried" or "frightened". Additionally, it's important for them to develop independence in arriving at school and following routines. Understanding the importance of exercise and diet for their health, as well as the significance of oral hygiene and limited screen time is also crucial. Children should learn and adhere to school and classroom rules, and they should be taught to listen to others with respect.</p>	
Physical Development	<p>As part of our physical development curriculum this term, we are focusing on a series of engaging activities centred around the theme of walking. Our goal is to help your child explore and develop their movement skills through various walking experiences.</p> <ul style="list-style-type: none"> • Explore walking • Developing Walking • Exploring walking in different ways • Sustain walking • Exploring walking <ul style="list-style-type: none"> • Daily access to a variety of small tools such as hole punches, scissors, pencils, pens and tweezers to develop fine motor skills/ develop pencil grip • Mark making using a three-finger tripod pencil grip • Beginning to show accuracy and care when drawing • Use core muscle strength to achieve a good posture when sitting at a table • Focus on using cutlery when eating lunch • Talk about the effects of exercise on the body during PE lessons • Confidently and safely use a large range of large and small apparatus indoors and outdoors 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<p>Our literacy curriculum is designed to build a strong foundation in reading, writing, and vocabulary, ensuring that your child is well-prepared for future learning.</p> <ul style="list-style-type: none"> • Daily Phonics sessions: Following the Twinkl Phonics Scheme • Weekly Decodable Reading Book/ Library Book sent home • Core Books • Non-Fiction Texts: Starting School, My Body, The Senses, Healthy Eating, Diwali • Writing for a variety of purposes: lists, labels, free mark making, name writing • Daily access to mark-making trolley: sound mats and word mats • Vocabulary/Oracy focus- linked to learning journeys • Daily phonics activities for consolidation and practise • Level 2: Grapheme recognition and initial sound recap 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p>	<p>Our Maths curriculum uses the White Rose Maths framework and cross-curricular opportunities to build a strong foundation in math through fun, hands-on activities. We aim to make learning math enjoyable and engaging for every child. This term we will be covering:</p> <p>Match, sort and compare</p>		
<p>Match pictures and objects</p> <ul style="list-style-type: none"> • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts 	<p>Talk about measure and patterns</p> <ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns 	<p>It's me 1, 2, 3</p> <ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 	

Understanding the World	<p>The children will:</p> <ul style="list-style-type: none"> • Talk about themselves and their immediate family. • Discuss and develop an understanding that families are different. • Understand that they were a baby once and that they are now a young child. • Understand some similarities and differences between different religious and cultural communities. • Explore the natural world: Autumn <p>Open-ended inquiry questions:</p> <p>How do you feel about starting school? What's special about your family? What makes you special? What part of the body is that? How can we keep our bodies healthy?</p>		
		<p>Culture & Communities</p> <p>To say who is in their immediate family and have a developing understanding of their extended family. To begin to understand that each family is unique.</p>	<p>The Natural World (Science)</p> <p>Plant some cress and know how to help look after it. To talk about what they see around them when they are exploring their environment To notice the change between summer to Autumn especially on trees and how the weather feels. To make pictures to represent the current season.</p>
Expressive Arts and Design	<p>Focus Artist: Pablo Picasso</p> <ul style="list-style-type: none"> • Use my experiences and learnt storylines in role play • Experiment with drawing with different materials • To explore drawing basic lines and shapes e.g. circles, squares and triangles. (drawing) • To use a paintbrush and various painting tools, select these independently. (painting) • To explore what happens when colours are mixed, experimenting to discover 'new' • To experiment with rubbings e.g. leaf, brick or coins • To print using a variety of found objects and body parts e.g. hands and feet. • To imprint onto a range of textures • e.g. newspaper, coloured paper 		
		 <p>colours</p>	

Philosophy, Religion and Ethics (PRE)	<ul style="list-style-type: none"> • Why is our school called Avanti, and why is there a temple here? • Observe the shrine area and identify the personalities and paraphernalia there. • Understanding who Prabhupada is and the importance of kirtan and the holy name. • How can we connect and communicate with Krishna through our senses, mainly by focusing on the value of empathy? 	
Yoga	<ul style="list-style-type: none"> • Chandra Namaskar: Improves flexibility and connection in hearing/ reciting the qualities of Radharani. • Meditation: Experience moments of stillness and link with Srila Prabhupada, Krishna & Balaram, and Damodara. Also, the bliss in chanting/ singing the Maha-Mantra and 'Om'. • Asanas: In relation to the personalities from the Uddhava Gita and Vrindavan. Improves strength, coordination, creativity, and awareness. • Pranayama: Promotes wellbeing and relaxation for self-regulation and improves blood circulation. 	
French	<ul style="list-style-type: none"> • This term, we will learn a modern foreign language and look at different nursery rhymes in French. 	
Sanskrit	<ul style="list-style-type: none"> • Nursery Rhymes • Traditional Stories • Simple Greetings • Alphabet 	<h1>सब च</h1>
Enrichment	<ul style="list-style-type: none"> • Making Feeling Biscuits • Black History Month • Autumn Walk <p><u>Festivals and Celebrations</u></p> <ul style="list-style-type: none"> • Navratri • Radhashtami • Govardhan Puja Drop • Down Day/Offering Candles & Damodarastakam Prayers 	