

St Joseph's Catholic Primary School



Year Reception Curriculum Information 2nd November - 18th Dec 2020 Autumn 2 Half Term



Blessed Holy Family
Catholic Academy Trust

Important Information

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Reading Folders and Diaries: Please look in your child's reading folder/ diary each night for letters. Please ensure that you sign the diary daily after hearing your child read. This way we know your child has read and we know that you have checked for any notes.

Uniform: Please ensure all children come to school in the correct uniform and that all uniform is clearly labelled.

Attendance: Good attendance is vital to your child's educational progress. If your child is absent, you will need to phone the office by 9:30am, to inform them of the situation on the first day of their absence. When your child returns, they should bring a dated note to explain their absence written on a piece of paper addressed to the class teacher. Just a reminder that holidays **must** not be taken during term time. If you do need to then please collect a special leave form from the office, complete it and return it to school. However we do advise that you try not to miss time off school as you child will be missing important parts of the curriculum.

Punctuality: Arriving at school on time is important as being 5-10 minutes late can mean that the child misses the introduction to the lesson.

Soft Start: In the morning children will go to their classrooms between 8:30 and 8:45. Anyone arriving after this time will have to report to the school office to sign in.

Collection of children: The children are picked up from the purple doors. When you collect your child from school please try to wait in the same place each day so your child can spot you easily. If your child is going to be collected from school by a different person, please ensure that you put a note in the diary. If your child is going to be regularly collected by another person e.g. child-minder, aunty, granny etc please write a letter to the teacher stating who and on which days. This should also be written in the back of their school diary. If your child attends after school club, they will be collected by a member of staff.

Lunch & Water Bottles: At St Joseph's we offer school dinners. They are free for children in Reception to Year 2. If your child brings lunch to school please ensure that it is a healthy lunch and that it doesn't contain **nuts, eggs or seeds** as we have nut and egg allergies in the school. Also if your child has grapes please make sure they are cut up and not whole. Please also send in a named water bottle for your child everyday.

Birthdays: On children's birthdays they are allowed to wear their own clothes to school. If their birthday falls on a weekend or holiday, please send them in wearing their own clothes on either the Friday before or Monday.

Reading: Children will have their reading books changed once a week on a Monday. These books will then be collected in on Friday. However, if your child is struggling with a book or the diary is unsigned then we will not change the book the following week. The children will receive a range of books- some phonics based books and some oxford reading tree books. This allows for a different range of reading styles. Children can also access books on bug club.

PE days: Please ensure the children wear their PE kit to school every Monday. All earrings should be removed on PE days.

Homework timetable

Monday	Reading & words Sound book practise
Tuesday	Reading & words Sound book practise
Wednesday	Reading & words Sound book practise
Thursday	Reading & words Sound book practise
Friday	Reading on bug club & words Sound book practise English and Maths homework- to be completed and returned to school by Wednesday.

Key Dates

18th December- Christmas Holidays

Key Dates

2nd Nov: Children return to school

27th Nov: Inset Day School Closed

18th Dec: Last day of term finish at 1:30pm

4th Jan: Inset Day School Closed

5th Jan: Children return to school

Online Learning Resources

DB Primary: <https://stjosephs-harrow.secure-dbprimary.com>

Your child's login details are stuck in the inside of their white planners.

Microsoft 365 and Teams: www.office.co.uk

Your child's login details are stuck in the inside of their white planners.

Bug Club: www.activelearnprimary.co.uk

Your child's login details are stuck in the inside of their white planners.

Evidence me app: Please download the app onto your phone to send in parent observations.

Nursery Rhymes and Traditional Tales

Welcome to the magical world of fairy tales and nursery rhymes! In this topic we will learn different nursery rhymes and traditional stories. How many bowls of porridge did Goldilocks eat? Why did she break into the three bears house? What happened to humpty dumpty? This half term, we'll look at different character types, and decide whether our favourite characters are 'goodies' or 'baddies'! We will start to write with initial sounds and begin to write some sounds in sequence.

We'll read lots of stories and look at the ingredients that go into porridge and fruit salads. We will create story maps to retell the stories. We will also be visited by father Christmas in December and we will have his workshop in our classrooms.

Activities to try at home:

- Read different traditional tales and nursery rhymes at home
- Make porridge by following the instructions
- Write Christmas cards for your classmates
- Write / draw a list of presents to send to Father Christmas
- Use your toys to role play the different stories that we have learnt at school.
- Make puppets and host your own puppet shows at home. Can you make a poster detailing what time the show starts at? Can you make tickets for the show?

Physical Development

Children will learn to:

- Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot when shown.
- Catch a large ball.
- Draws lines and circles using gross motor movements.
- Use one-handed tools and equipment, e.g. make snips in paper with child scissors.
- Holds pencil between thumb and two fingers.
- Write some letters, e.g. letters from their name.
- Observe the effects of activity on their bodies.
- Understand that equipment and tools have to be used safely.
- Dress independently.

Ideas to support your child at home:

- **Dough Gym-** Using play dough is an effective way of developing children's arm muscles. Place very small items in the dough and encourage them to pick them out with their fingers or tweezers. You can watch different videos of this on YouTube.
- Give the children the opportunity to practice getting dressed. Ensure children are doing this on a daily basis.
- When children are drawing or writing encourage them to hold their pencil between their thumb and fingers. You may wish to purchase a chunky triangular pencil to support your child at home.
- Take your child to the park to use the playground equipment.
- If your child has a bike or a scooter encourage them to ride around obstacles developing their co-ordination.



Personal, Social and Emotional Development

Children will learn to:

- Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiate play, offering cues to peers to join them.
- Keep play going by responding to what others are saying or doing.
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Become aware of their own feelings, and know that some actions and words can hurt others' feelings.
- Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Adapt behaviour to different events, social situations and changes in routine.
- Select and use activities and resources.
- Welcome and value praise for what they have done.
- Enjoy the responsibility of carrying out small tasks.
- Become more outgoing towards unfamiliar people and more confident in new social situations.
- Become confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

Ideas to support your child at home:

- Speak to your child each evening about what they did at school so they can get used to discussing things they have done. You can see what we are doing at school by looking at the home learning tab on DB primary.
- Give your child small tasks to complete regularly. This could be setting the table, tidying up their toys, getting their bag ready for school.
- Encourage your children to take care and responsibility for their own belongings. Ensure that children recognise the labels inside their items.
- Encourage your children to talk about their feelings. Discuss a wide range of emotions and link this to characters in stories while reading with your child.



Communication and Language

Children will learn to:

- Listen to others
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focus attention.
- Follow directions.
- Understand prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Begin to understand 'why' and 'how' questions.
- Begin to use more complex sentences to link thoughts (e.g. *using and, because*).
- Retell a simple past event in correct order.
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Question why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Use a range of tenses (e.g. *play, playing, will play, played*).
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Use vocabulary focused on objects and people that are of particular importance to them.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*

Ideas to support your child at home:

- When asking your child a question try to use open questions with many possible answers i.e. what did you enjoy doing at school today?
- Give children 'thinking time'. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself.
- Model being a listener by listening to children and taking account of what they say in your responses to them.



Mathematics

Children will learn to:

- Use number names accurately in play.
- Recite numbers in order to 10.
- Know that numbers identify how many objects are in a set.
- Begin to represent numbers using fingers, marks on paper or pictures.
- Match numeral and quantity correctly.
- Compare two groups of objects, saying when they have the same number.
- Complete simple number problems.
- Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Show an interest in numerals in the environment.
- Show an interest in representing numbers.
- Realise not only objects, but anything can be counted, including steps, claps or jumps.
- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities of shapes in the environment.
- Use positional language.
- Show an interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Show interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

Ideas to support your child at home:

- Talk to your children about numbers in the outside environment such as buses, door numbers etc. Also have a go at counting the stairs as they go up and down them. Talk to your child about what they have been learning about in school. Focus on counting up to 20 and back to 20.
- Go on a shape walk. Walk around different areas trying to find shapes in different objects e.g. door—rectangle.



Literacy

Reading: Children will apply their phonic knowledge and skills as their main approach to reading unfamiliar words. They will be encouraged to read more challenging texts along with automatic recognition of high frequency words.

Phonics: Children will learn a range of new sounds (phase 2 & 3) as well as learn to read and write more complex words (Phase 4 in spring). Children need to use their sound books at home to practice their sounds every night.

During this term we will be looking at a range of stories and rhymes.

Children will learn to:

- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.
- Listen to and join in with stories and poems.
- Begin to be aware of the way stories are structured.
- Suggest how the story might end.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Show interest in illustrations and print in books and print in the environment.
- Recognise familiar words and signs such as own name and advertising logos.

Ideas to support your child at home:

- Read regularly to your child. Look at the cover of the book - who is the author? What might this story be about? After reading the story ask questions such as: what happened first? What happened next? What happened at the end? This will increase their knowledge of story structure and how to order the story correctly. What did you enjoy about the story?
- Read some rhyming stories to your child and encourage them to guess the rhyming words. Children can think of other rhyming words that fit into the pattern.



Understanding the World

Children will learn to:

- Show interest in the lives of people who are familiar to them.
- Remember and talk about significant events in their own experience.
- Recognise and describe special times or events for family or friends.
- Show an interest in different occupations and ways of life.
- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Know how to operate simple equipment, e.g. turn on CD player and use remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Know that information can be retrieved from computers

Ideas to support your child at home:

- If you have a computer at home - allow your child to have experience of using the computer. Allow them to use the games on DB Primary / Purple Mash / Bug Club to help with their knowledge of the topics and help with their basic computer skills. Try to help them use a mouse.
- Discuss with your child about how they look after themselves and why they need to do this. Discuss how they have changed and grown since they were babies.
- When out walking encourage your child to talk about the environment around them. Look at the changes in trees, what animals you can see, is it getting darker earlier?



Expressive Arts and Design

Children will learn to:

- Join in with dancing and ring games.
- Sing a few familiar songs.
- Begin to move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Explore and learn how sounds can be changed.
- Explore colour and how colours can be changed.
- Use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Use various construction materials.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.
- Creates movement in response to music.
- Makes up rhythms.
- Engage in imaginative role-play based on own first-hand experiences.
- Build stories around toys,
- Use available resources to create props to support role-play.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Ideas to support your child at home:

- Listen and move to range of different types of music.
- Encourage your child to sing along with their favourite songs .
- Hand printing with paint is a good sensory experience. Encourage your child to mix the paints together with their hands and talk about the colours that are being made.
- Use your construction materials at home to make simple representations of objects and things i.e making a duplo/ lego house - is there a door? Different rooms in the house? Ect.



Online Safety

Children will learn about how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support.

This term will focus on Self-Image and Identity, Online Relationships and Online Reputation.

