

Woodford Green Primary School

Autumn 1 Curriculum Letter



Welcome to **Reception Wordsworth Class**. We hope you have had a good and restful summer, and are looking forward to an enjoyable and productive year.

Our topic for the Autumn term is: 'All About Me', and we will be encouraging the children to talk about themselves and their families and friends. We will also cover, body parts, likes, dislikes, senses and job aspirations when older.

Our Power of Reading Book this term is: 'The Bog Baby'.



Reading books

We will be sending books home each Monday with a few letters/words or numbers to reinforce our work in class. Please encourage your child to complete the letter or number work and return the book the following Monday.

Library

Our visit to the school library will be on a Tuesday, where the children will be able to select their own choice of book. This is to be returned the following Tuesday so that the children can choose another book of their choice to take home.

Physical Education

PE will be taught by a specialist teacher this half term, and will be on a Wednesday starting from next week. Please ensure that your child has a fully named kit, including plimsolls in school as soon as possible. The kit can be stored on their pegs in a named bag and we will send it home at the end of each half term.

We are really looking forward to an enjoyable term. If you have any questions or concerns, please do not hesitate to speak to us at any time.

Yours sincerely

Miss Sango-Jackson- Class Teacher

Miss Simons- Teaching Assistant

Personal Social and Emotional Development

Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.

- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiates conversations, attends to and takes account of what others say
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.

Physical Development

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.

Communication and Language

Listens to others one to one or in small groups, when conversation interests them.

- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Understands use of objects (e.g. *"What do we use to cut things?"*)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*

Literacy

- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.

Reception Wordsworth Class – Curriculum Overview Autumn Term 1 2017

Understanding the World

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows an interest in technology.

Mathematics

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10 and beginning to count beyond.
- Knows that numbers identify how many objects are in a set.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects.

Expressive Arts

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Beginning to be interested in and describe the texture of things.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engages in imaginative role-play based on own first-hand experiences.