

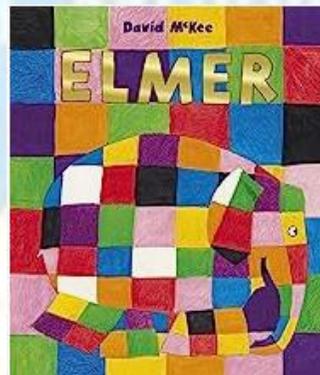
**Primary Curriculum Driver: PSED (Personal, Social and Emotional Development)**

The children will be given lots of opportunities to share information about themselves and their families in both large and small group activities. They will spend time sharing their summer time adventures with their 'Everywhere bears.' The children will be encouraged to explore both the indoor and outdoor environments through a range of adult and child-initiated learning opportunities. They will join in with our daily 'Special Person' time where each day, a friend is chosen at random to sit on a special chair. The special person will be celebrated by everyone as we share our favourite things about them.

**Reception**

**Autumn 1**

**Me, myself and I!**



**Secondary Curriculum Driver: CL (Communication and Language)**

The children will have daily opportunities for singing and rhyming in a range of group activities. There will be daily opportunities for 'Plan, do review.' In small groups, the children will share where they are going to work and play and what they might do there. At the end of the session the children will be invited to share their learning and answer simple questions. This will be a fantastic opportunity to develop their language and vocabulary in relation to their chosen activities and interests. Some core texts we will base our work on will include 'The colour monster' by Anna Llenas, 'Elmer' by David McKee and also the traditional tale of 'The Little Red Hen' when we look to celebrate harvest.

**Literacy:**

The children will be introduced to early reading through whole class daily phonics. They will be learning to recognise the following sounds m, a, s, d, t, i, n, p, g, o. They will be given the opportunity to write each of the letter sounds as they are taught. They will learn to blend these sounds in order to read simple words. The children will be given daily opportunities to read and write their first name in a range of contexts such as labelling paintings and models. They will help with the classroom set up by writing labels for the resources around the room. They will learn to read some words on sight with some of these sent home on a key ring. Using our core texts will support early book talk skills such as vocabulary development as well as making simple predictions about stories. Each day the children will vote for the snack time story to support them in developing a love of reading.

**Mathematical Development:**

Through daily large and small group maths activities the children will begin to deepen their understanding of number. We follow the White Rose Maths scheme across school so initially, they will concentrate on the numbers to 5. They will learn to represent these in many different ways. Alongside this, children will be exposed to further numbers through various rhymes and games as well as counting how many children are in school each day.

Numbers will be put into real life contexts as the children help to organise snack and other activities in the daily routine. They will use the outdoors to help create patterns and shape using natural resources. I'm pretty sure we'll even find time for some baking to really bring maths to life!

### Understanding the World:

Using their 'Everywhere Bear,' the children will talk about some of their experiences over the summer. In RE, they will answer the big question 'Why is the word God important to Christians?' The children will talk about who is special and important to them as well as asking questions of others in the group. The children will be able to quickly understand that every one of us is special and unique. Our daily Special Person routine also helps to support this idea.

### Physical Development:

Each week two children will be chosen to make play-dough which will then be available to use in provision to develop fine motor skills such as pinching and twisting. Threading beads and copying picture patterns will remain a morning focus as well as making patterns on the shape peg boards. Initially in PE, the children will be learning how to change into PE clothes and how to work as part of a team by listening to and following instructions.

### Expressive Arts and Design:

The children will begin by making simple line drawings of themselves to display in the cloakroom. They will also paint a larger self-portrait to display in the classroom. Exploring colour and patterns will be the key focus in the creative area. There will be many opportunities to explore colour mixing before using these to create their masterpieces. The role play area will start off as a home corner but who knows what it will become next?

### Help at home by ....

- Encourage your child to dress as independently as possible (especially coats and shoes!)
- Read a bedtime story to your child each night
- Find a calm time to read school books (or similar) at least 5 times per week
- Complete any home learning tasks suggested on tapestry at an appropriate time for you and your family!
- Practise writing their first name encouraging the correct letter formation
- Point out numbers in the world around you
- Look at patterns and shapes around you and encourage children to talk about what they see
- Talk about what they have done at school (it's ok if they say 'nothing' or 'I can't remember!')

### Don't forget ....

- A spare change of clothes, labelled, to stay in school
- Named wellies/PE bags to stay in school (PE bags will be sent home each half term to be laundered)
- PE day is Friday
- Children to come to school in forest clothes each Wednesday
- Water bottles sent into school daily - water only
- Reading folders in school each day - Sign the reading journal at least 5 x per week - please use only **one page per week!**
- Tapestry updates from school will be once per week - feel free to add your own messages and photos
- Check your parentmail account regularly
- [www.broomhaugh.northumberland.sch.uk](http://www.broomhaugh.northumberland.sch.uk)
- Twitter - @BroomhaughCE as well as Facebook and Insta