

St Cuthbert's Early Years

Autumn Term 1: What is the Learning?



Communication and Language:

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| What we will be doing... | <ul style="list-style-type: none"> We will be learning rules and routines and listening to instructions. We will find out about people and our environment through play and circle time. We will talk about our favourite things, our own interests and listen to others. We will share stories and sing songs. |
| We hope we will then be able to... | <ul style="list-style-type: none"> Follow instructions and concentrate. Listen to others when they are talking. Have confidence to speak in a small group or within the whole class. Take part in a range of activities or show willingness to have a go. Listen carefully to stories and join in with familiar songs. |
| What you might like to do at home... | <ul style="list-style-type: none"> Talk to your child about their favourite things (toy, game, book, television programme, activity) and what they have been up to at the weekend before returning to school. This will help them build confidence in sharing information at school. Share stories and rhymes. Encourage your child to speak in sentences when appropriate (instead of "play park" it would be more appropriate to say: "I went to the play park" or extend this further by saying "Yesterday I went to the play park" or "On Saturday I went to the play park with my friend and then we had an ice-cream.") |

Physical Development:

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| What we will be doing... | <ul style="list-style-type: none"> Learning about self care – toilet, hand washing, putting on and taking off clothes/shoes, doing zips and buttons. Using a range of tools for mark making, writing and making changes to materials. Learning to use scissors carefully. Exploring movement through a range of games and physical activities and learning and practising basic skills such as throwing, catching, kicking and following rules within team games. Reception will engage in a formal PE lesson every Tuesday: This half term is cricket. |
| We hope we will then be able to... | <ul style="list-style-type: none"> Be as independent as possible whilst at school or to have a go before asking for help. Hold a pencil with appropriate grip and use it effectively to draw lines and circles, followed by letters and numbers. Use scissors effectively and safely. Have an awareness of space, to move safely and with control to negotiate space, objects and people. |
| What you might like to do at home... | <ul style="list-style-type: none"> Encourage your child to put on their own coat and shoes and try fastening them. Allow your child to cut, draw and write at home and to explore using pencils, crayons, chalk, water and a paint brush. Play some games outside, chase, jump, skip, hop, move like different animals. |

Personal, Social and Emotional Development

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| What we will be doing... | <ul style="list-style-type: none"> Talking about ourselves, our families and our friends. Learning about our class rules and routines. Thinking about behaviour and making our classroom promises. Talk about who can help us at school, who we can talk to. Playing and learning together cooperatively. Thinking about how we feel as we start school. Learning to look after our classroom resources and putting things back where they belong. |
| We hope we will then be able to... | <ul style="list-style-type: none"> Start conversations, join in conversations and listen to others talking. Follow the class rules and choose to behave in the right way. Understand how our actions have consequences. Show confidence in asking for help. Understand how we feel and why at different times and show empathy to others. Be respectful and care for our property. |
| What you might like to do at home... | <ul style="list-style-type: none"> Talk to your child...talk about anything...day to day things...what you see, what you are doing etc. Talk about good behaviour and identify examples of good behaviour, not just your own child's but the behaviour of others and characters in stories and on TV. Talk with your child about what they could do if they need help at school. Talk about how people are feeling in stories and on TV and why they might feel like that. Encourage your child to tidy up after themselves by putting things back where they belong. |

Literacy

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| What we will be doing... | <ul style="list-style-type: none"> • Reading lots of stories and information books following the interests of the children. • Learning letters and sounds (Phonics) and learning to blend them together. • Identifying print and writing in our familiar world • Mark making and writing • Recognising and writing our names |
| We hope we will then be able to... | <ul style="list-style-type: none"> • Enjoy an increasing range of books and learn new vocabulary. • Link letter names to sounds, hear initial sounds in words and begin to sound out and read simple words as they progress towards reading sentences. • Read signs and labels -Shop signs, road signs, street signs, packaging, classroom labels • Develop pencil grip and control, form letters, write labels, write for a purpose. • Can recognise their own name and may recognise other names within the class. • Write their name. |
| What you might like to do at home... | <ul style="list-style-type: none"> • Read stories together and encourage your child to identify familiar sounds and words within the texts. • Play games to help your child hear the initial sounds in words such as 'I spy...' • Play Robot talk – Guess the word. (Sound talk words by breaking them up 'b-e-d'. • Have a look for apps to support your child with reading and writing CVC words (Consonant-vowel-consonant) e.g. cat, mat, pan, tin. • Spot familiar signs and labels when you are shopping. • Practise writing their name with access to a few different writing materials. |

Mathematics

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| What we will be doing... | <ul style="list-style-type: none"> • Counting aloud, counting objects and other things such as sounds, claps, steps and jumps. • Representing numbers using our fingers, marks on paper, pictures, counters, writing numerals. • Recognising numbers and ordering numbers • Identifying, matching and sorting colours and shapes • Describing shapes |
| We hope we will then be able to... | <ul style="list-style-type: none"> • Can count a range of things confidently and carefully. • Can show a number/amount in different ways. • Recognises numbers in different places. • Identify the largest and smallest number in a set and order numbers. • Name primary and secondary colours as well as, black, white, brown and grey. • Name 2d shapes and may be able to describe properties of the shapes. |
| What you might like to do at home... | <ul style="list-style-type: none"> • Play number games and games using a dice. • Use everyday opportunities to count...'how many cups do we need?' How many people can you see in the queue? • Spot numbers when you are out and about – doors, cars, buses, price tags. • Have a colour hunt or play 'I spy...something red' • Identify shapes of everyday objects. |

Home-School Learning

Children will bring home a weekly activity. This will reflect an area of learning we have focussed on in school.

Please note that this is not home work. It does not need to be handed in for marking, children wishing to bring in and show their home learning are however very welcome to do so. They must put what they wish to share on Mrs Turnbull's chair at the beginning of the day.

If you are able to identify an achievement or a successful learning experience which has happened at home then please fill out a special 'Home-Time Hooray Certificate'. (just ask a member of staff) Hand it to a member of staff so we can celebrate your child's 'home learning' in school with their peers.

Reading Books and Set Words

All Reception children will bring home a reading book and set words at some point this half term when they show they are ready to begin reading.

They will also be bring home a sheet with an activity each time we focus on a sound in phonics.

Please make as much time as possible to listen to your child read and sign their reading record. This will support them greatly in consolidating the reading skills they are learning in school and progressing further. Practise which is little and often works best. If they read 5 times every week they receive class champion points and a prize. Please bring their reading materials to school every day.

