

### Reading at Home

- Children should be reading each day at home and their reading records updated so that staff know you have read. New books will not be issued until they have been read regularly at home.
- Rainbow reading word cards and/or phonic sound cards should also be practiced as part of your regular homework routine.
- Children need to bring their reading books, Read Write Inc and word packets in their red school bags **every day** so that these can be used and updated when required.
- Reception lending library books are changed each Tuesday during library time. You do not need to sign the reading record to show you have read the lending library

### Tapestry and Google Classroom

- We use Tapestry to share captured moments of learning with parents. We will upload a mixture of events both personal to your child and the whole class.
- We invite you to share special events from home, places you have visited and any wow moments of new learning with us. We try hard to make time to allow children to share these with the class.
- Homework in Reception will be shared through a half termly homework sheet. These will include a selection of activities that are linked to our learning at school. Please use Tapestry to share these activities with us.

**Thank for your support 😊**



# Preston Grange Primary School Curriculum Overview

## Reception

## Autumn 1

### **Magical Me!**

The Early Years curriculum is divided into seven areas of learning. You will find more information about our key learning for each area inside this booklet for this half term.

We have also shared the key vocabulary focus for each area of learning to allow you to support your child at home.

**What do we want children to know by the end of this half term and what do we want do we want them to know how to do?**

<b>Communication &amp; Language</b>	<b>Physical Development</b>	<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts &amp; Design</b>
<p>Follow adult cues to listen.                      Know behaviours for successful listening                      Participation in predictable texts.                      Recall a range of simple nursery rhymes.                      Ask and answer either / or questions.                      Participate in adult narration of independent learning.                      Recall and define specialist vocabulary for the half term.</p>	<p>Stack, align and balance blocks of different shapes and sizes.                      Thread, peg and sew on cards.                      Cut along straight lines.                      Participate in hand action to match songs.                      Move safely in a large space, negotiating obstacles.                      Change direction and stop quickly on instruction.                      Use squashing techniques including using rolling pins to achieve desired effects</p>	<p>Follow classroom routines including self-help with clothing.                      Follow classroom expectations.                      Distinguish between healthy food choices and special treats.                      Define what makes me special.                      Build vocabulary around feelings.</p>	<p>Develop book-like vocabulary and language structures through hearing patterned texts.                      Participate in, memorise and perform simple action rhymes.                      Read, Write Inc set 1.                      Begin to form recognisable letters correctly.                      Use marks or some letters for meaning.                      Write labels.</p>	<p>Count forwards to 10, naming the number after and counting on from a given number.                      Count sets of objects or actions, demonstrating the cardinal rule within 5, then within 10.                      Number composition to 5.                      Recognise commonality and make sets.                      Qualitative comparison of length and height.                      Complete AB visual patterns.                      Narrate the pattern of the school day using now, next, after playtime, after lunch, before bedtime etc and the sequence changing for P.E.</p>	<p>Describe changes of state with 'cement' and clay and with ingredients when cooking bread.                      Describe and represent the home in 2D and 3D, naming rooms and parts of the building.                      Know that children were babies in the past.                      Know that adults were children in the past.                      Know that adults can remember things from the past.                      Talk about the jobs different adults in school and at home have.</p>	<p>Stack, align and balance with bricks and blocks on a range of scales.                      Draw familiar people from memory, with attention to detail.                      Enact domestic routines and brief family narratives using props.                      Mark the pulse of pieces of music using body percussion.                      Copy, memorise and perform a repertoire of simple hand action songs.</p>

**Which words and phrases do we want children to recall and define by the end of this half term?**

<b>C&amp;L</b>	<b>PD</b>	<b>PSED</b>	<b>L</b>	<b>M</b>	<b>UfW</b>	<b>EA&amp;D</b>
<p>Can I...?                      Will you...?                      Choose                      Would you...?                      Family                      home                      baby/ child/ adult</p> <p><b>Little Red Hen</b>                      "Who will help me to...?"                      "Not I said the..."</p>	<p>Stack                      Balance                      Big, small and variations of</p> <p>Cut / snip</p> <p>Stop                      Go                      Freeze                      Change                      Direction</p> <p>Squeeze                      Squash                      Roll</p>	<p>Healthy, unhealthy, treat, snack                      I can ...                      I am good at...                      I am proud of...                      I feel...                      He is.../she is...                      (recognition of emotions in others)</p> <p>Happy                      Sad                      Excited                      Angry/mad/cross                      Shy / nervous                      Proud</p>	<p>RWInc – handwriting phrases                      Once upon a time, happily ever after</p>	<p>Tens frame                      Number names in order.                      I can see... ( a one and a two, that makes three etc)</p> <p>Now, next, after, before</p> <p>Describe AB pattern</p> <p>Long/short                      Tall/short                      Taller/tallest                      Shorter/shortest                      Long/longest</p>	<p>Hard, soft, runny, stiff, solid, set, change, wet, dry</p> <p>House                      Front door                      Living/sitting room                      Kitchen                      Bedroom                      Bathroom                      Garage                      Garden                      Driveway                      Street</p> <p>Job/ work</p>	<p>Stack                      Balance                      Wobbly, steady</p> <p>Shape, line, straight, curve, colour</p> <p>Face, eyes, nose, mouth, lips, ears, hair</p> <p>Colour names</p> <p>Pulse</p> <p>Beat</p> <p>Fast/slow</p>