

Reading at Home

- Children should be reading regularly at home (we aim for 5 reads a week) 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 Thursday during library time. You do not need to sign the reading record to show you have read the lending library book.

Tapestry and Homework

- 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. This half term we are focusing on celebrations so we would love to see any posts of family traditions in the lead up to Christmas as this will help us compare what different families do through discussion and circle time.
- 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, unless stated otherwise. Thank you for your support.



Preston Grange Primary School Curriculum Overview

Reception

Autumn 2

Colour and Celebration

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 block and what do we want them to know how to do?

C&L	PD	PSED	L	M	UfW	EA&D
Secure more complex rhymes. Secure agreed rules for conversational turn taking in smaller and larger groups. Respond to 'tell me more' to extend responses. Formulate and respond to Why? And How? questions. Follow two step instructions. Recall and define specialist vocabulary for the half term.	Join and separate small construction kit components by clicking and twisting. Use small hammers accurately. Cut and turn along outlines. Travel in different ways with control and coordination. Jump in different ways – changing level and direction. Hold a simple standing balance. Jump in different ways – changing level and direction. Balancing, carrying and passing beanbags using different parts of the body.	Follow wider school regimes. Articulate and demonstrate hand washing and food preparation. Identify healthy ingredients in healthy snacks. Distinguish between healthy food choices and special treats. Articulate and demonstrate teeth cleaning. Perform confidently to an audience in a simple adult structured presentation. Articulate what it feels like to have a worry and identify ways to deal with them.	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex nursery and action rhymes. Read Write Inc set 1 – become more accurate in word time word building. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write lists, labels and captions. Build on repertoire of correctly formed letters. Master anticlockwise movements when producing 'curly c' letter family.	Sort by one criterion. Recognise the odd one out in a set. Count back within 10, understanding the number before and counting back from a given number. Number composition of 5 using subitising. Use and apply positional language to develop spatial reasoning skills. Qualitative comparison of mass and capacity. Create AB transient linear patterns. Narrate the pattern of the school day using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time.	Describe textures experienced through pumpkin exploration. Find and know some uses of the seeds. Describe changes to trees and woodland plants in Autumn. Know and demonstrate how to plant Spring flowering bulbs and predict what will happen Describe family Christmas traditions. Describe celebrations and customs linked to Diwali. Name some special buildings in our community and explain how they are used in celebrations. Notice the change in day length and discuss day / night daily activities.	Create new colours by mixing paints and narrating the effects. Create new colours using pastels and pencils by mixing Autumnal colours. Use natural materials to reproduce representations of people. Engage in role play based on own experiences of celebrations. Generate short narratives about celebrations using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Know further actions songs and ring games by heart. Learn and perform a repertoire of songs and accompanying actions – Christmas Nativity

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

C&L	PD	PSED	L	M	UfW	EA&D
My turn/ your turn I think... It's because / it could be because.. Why does...? How does...?	Cut, snip/ turn/hold Tap / gentle/ smooth High/low/turn/ balance/ backwards / forwards / sideways Balance Throw / catch / aim	Healthy, unhealthy, treat, snack, ingredient Wash / scrub / dry Toothbrush , toothpaste, brush, clean	RWInc handwriting phrases Words to songs by heart	Sort / match / same / different Number name in order forward and back On, in, under, on top, in front, behind, next to, between Heavy, light, heavier, lighter Full, empty, half full	Pumpkin, skin, seeds, flesh, pulp Bulb, flower, plant Autumn, Spring Church, temple Diwali, Christmas, birthday, christening, wedding Day, night, dark, light, dawn, dusk	Name colours Mix, change Pattern, repeat, Beat Words to songs by heart