

Reception Curriculum Bulletin Term 1

Mrs Barlow & Miss Lees	Miss Bailey	Miss Jones
Forest school - Wednesday PE – Friday Library - Thursday	Forest school– Thursday PE – Friday Library - Wednesday	Forest school – Tuesday PE – Friday Library – Tuesday

PE starts Friday 15th September

Library starts week beginning 11th September

Forest school starts week beginning 18th September

Forest School

On your child's Forest school day, please send a named bag containing, wellies, waterproof jacket and trousers. This kit is likely to get very dirty so a plastic/ washable bag is best.

Even if it is a sunny day, please send full kit as children will have access mud kitchens and messy tasks in all weathers.

We do Forest School whatever the weather!

Thank you if you have already given us your £3 donation for Forest school for the Year. This is a cash donation to be given to the class teacher and covers all the extras for Forest school for the year. Items like seeds, bulbs, soil, den making materials and much more.

PE

Please send your child in their PE kits on their PE day. Trainers are fine to be worn on PE days. Long hair needs to be tied up and earrings must be removed they cannot be taped up.

Reading

Children will read daily as part of their RML phonics session they will also be listen to read individually with the teacher at least once a week.

Books will be changed weekly providing evidence the child has read the book and an adult has signed the reading sheet. It is also helpful if you comment on the sheet to let us know how your child has found the book.

We recommend you read with your child 5 times a week so they build up confidence and fluency.

Most children will start with a picture book with no words. These books are a great start to your child becoming confident in handling and using a book as well as you introducing story lines and new vocabulary.

We will place a new reading sheet in your child's reading folder each week. This sheet will be where you record reading with your child as well as recording any other books you share at home. We will also add the week home tasks on this sheet. **Please check the sheet front and back.**

Please make sure your child's Reading Folder is their book bag every day





ClassDojo AP

We regularly add updates on the Classdojo AP to let you know what we are doing in school. We will also use it to individually message you to make you aware of your child's 'WOW' moments in school. Please also send us any 'WOW' moments your child has at home. For example, riding their bike without stabilisers, achievements in swimming, their sports clubs or getting dressed by themselves.

Zones of Regulation

This year throughout school, we are introducing the 'Zones of Regulation' to support children in identifying their emotions and how they are feeling. The Zones of Regulation work using colours to help categorise different feelings.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Whilst the best learning happens within the green zone, children move through the zones at different points in the day and being able to identify this can help us to support the children through how they are feeling. We have adopted different strategies to support children in each zone. This is something that you may wish to discuss at home. We will be offering some training on this within school before October half term.

Lunch and drinks

Please send a named water bottle containing only water each day. An extra drink of squash can be sent for lunch times. Please make sure this is also named.

At lunch times the children are allocated 30 minutes in the hall to eat their food. They will then go outside to play. Please keep this in mind if you are sending a packed lunch with lots of options. Let your child's class teacher know how much you would like to be eaten.

Bits and Bobs donation

To keep our curriculum exciting we like to provide opportunities for food tasting, a range of crafts, baking, play dough and sensory materials. To keep these fresh and available weekly we ask for a donation of 50p a week.

You can pay this in cash to your class teacher each week or a half term at a time.

This first half term is 5 full weeks long so would be £2.50

Open door Thursday

On a Thursday 3.15-3.30 we will open the classroom doors after school for you to come in and see your children's work books, classroom displays and a chance to ask any questions to your child's class teacher.

Our learning targets for this term

These are the statements we will supporting your children to achieve and assessing your children against this term.

Communication and Language

Listening, Attention and Understanding

- I can demonstrate good listening behaviours.
- I can follow simple instructions (with two or more parts) reliably.
- I engage in story times.
- I like to join in with familiar songs and rhymes.
- I can wait and take turns in conversation.

Speaking

- I am starting to share my ideas with familiar adults.
- I can talk to others (adults and children).
- I use talk to organise my thoughts.

- I can listen to and talk about stories, rhymes and non-fiction.
- I can share my ideas using talk as a tool.
- I can say how I feel using talk as a tool.

Personal, Social and Emotional Development

Self-Regulation

- I can identify a range of different feelings.
- I can keep on trying when I find something difficult.
- I am starting to sit and listen more consistently during adult focus time.
- I can follow simple instructions.

Managing Self

- I am starting to try new activities.
- I am starting to be aware of rules in the school and classroom.
- I can dress and undress for PE/ Forest School etc.
- I am starting to know ways to stay healthy.

Building Relationships

- I can play with a small group of children, sharing ideas.
- I am starting to form good relationships with the familiar adults in my class.
- I can express and identify my feelings.
- I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.

Physical Development

Gross and Fine Motor

- I can use lots of different ways of moving appropriately.
- I can climb over, under and through obstacles.
- I can show good pencil control when mark making and drawing.
- I can use cutlery and other one handed equipment.

Literacy

Writing

- I can write some lower case letters correctly.
- I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc).
- I can identify known letters to match initial sounds (phase 2).
- I can match phase 2 letters and sounds.

- I can write CVC words and labels e.g. c-a-t.
- I can write simple labels.
- I can start to write simple captions.
- I can say a simple sentence for writing (oral and count words).

Reading

- I can retell the key events in stories.
- I am starting to recall facts from non-fiction.
- I can talk about what has happened in the story so far.
- I can listen carefully to stories, rhymes, non-fiction and songs.

Maths

Number

- I can count to 5 using different mathematical resources.
- I can match numeral and quantity to 5.
- I can quickly say how many there are (up to 3) in different arrangements.
- I can start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this.

Numerical Patterns

- I can compare objects (e.g. saying when one tower is bigger/smaller).
- I can find one more/ one less using resources.
- I can continue and copy patterns.
- I can create my own patterns.

Expressive Arts and Designs

Creating with materials

- I can use various tools for artwork and design e.g. play dough tools.
- I can select my own art and design materials to create with.
- I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.
- I am starting to recreate familiar stories (with adult support).

Being imaginative and expressive

- I can recount and retell familiar stories with my friends and adults (small world/ role play)
- I can role play imaginary scenarios linked to experiences
- I know some popular songs and can sing them supported by an adult
- I can listen and respond to sounds
- I can sing with others and supported by an adult

Understanding The World

Past and Present

- I can talk about changes that have happened to me throughout my life
- I can talk about my family and people in the community and their roles
- I am becoming more aware of the past linked to myself and my family and how it has changed
- I can talk about what I can see in pictures of the past

People, Culture and Communities

- I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell
- I am starting to explore the natural world
- I can talk about how different people celebrate
- I can start to use stories and pictures to talk about differences in life in other countries