


Fairfield Infant School - Reception



Autumn Term 2018 – Information for Parents




Year group teachers:	Miss Anderson RA Miss Read RB Miss Donnelly RC	Mrs Simmons – Early Years Lead	
Year group support staff:	RA: Mrs Aitchison Mrs Backhouse Mrs Hitchen	RB: Mrs Ramsey Mrs Kingham Mrs Comber	RC: Mrs Liffen Mrs Tel Davies
Dates for the diary: 	<ul style="list-style-type: none"> Allotment visit – Tuesday 2nd October 2018 – more information to follow (During the school morning, returning in time for lunch ☺) Harvest Assembly – Wednesday 10th October 2018 10:25am Phonics introductions (following the Harvest Assembly) Wednesday 10th October, approximately 10:45am – 11:15am. Stay and Play – Friday 5th October 2018 ~ 8:50-10am (spiders theme) Stay and Play – Wednesday 7th November 2018 ~ 8:50-10am (Firework Phonics focus.) Open Afternoon – Tuesday 11th December 2018 ~ more information to follow inviting parents to a morning or afternoon session (8:50-10:30am or 1:30-3pm). Christmas Performance – ~ Tuesday 4th December 2018: a morning and afternoon performance with 2 tickets per family (details to follow) 		

Curriculum areas to be covered this term in:

(Subjects – areas to be covered / learning objectives will include :)

<p>Personal, social and emotional development (PSED)</p> <p>MR – Making Relationships SCSA – Self-confidence and Self-Awareness MFB – Managing feelings and behaviour</p>	<p>The children will be learning to:</p> <ul style="list-style-type: none"> Demonstrate friendly behaviour, initiating conversations and forming good relationships. (MR 30-50 months) Be confident to talk to other children when playing. (SC SA 30–50 months) Be confident to speak to others about own needs, wants and interests. (SCSA 40-60+ months) Be aware of own feelings, words and actions. (MFB 30-50months) Be aware of the boundaries set and of behavioural expectations in the setting. (MFB 40-60+ months) <p>Overview: Introducing the routines of school and behavioural expectations through ‘Spencer Bear’. Children will be supported in the classroom and the shared indoor/outdoor space to use the equipment and play with others co-operatively. Focus will be on feelings, sharing stories (such as Harry and the Bucketful of Dinosaurs, My Feelings, I feel happy etc) focusing on recognising own and others feelings. Puppets and drama techniques focusing on facial expressions/reading body language.</p>
<p>Communication and language (CL) & Literacy (L)</p>  <p>LA – Listening and attention U – Understanding R- Reading W – Writing</p>	<p>The children will be learning to:</p> <p>(Communication and Language)</p> <ul style="list-style-type: none"> Listen to each other, one to one or in small groups. (LA 30-50 months) Maintain attention and concentrate during appropriate activities. (LA 40-60+ months) Respond to simple instructions. (U 30-50 months) Retell a simple past event in the correct order. (S 30-50 months) Use vocabulary focused on objects and people that are of particular importance to them. (S 30-50 months) Use language to imagine and recreate roles and experiences in play situations. (S 40-60+ months) <p>(Literacy)</p> <ul style="list-style-type: none"> Describe main story settings, events and principle characters (R 30-50m) Recognise, read and then start to write familiar words including their own name and at least the first set of tricky words. (R & W 30-50 / 40-60+ months) Links sounds to letters, naming and sounding the letters of the alphabet/sounds within Phase 2. (R & W 40-60+ months) Give meanings to marks they make as they draw, write and paint. (W 40-60m)

<p>Communication and language (CL) & Literacy (L)</p>	<p>Communication & Language Overview: The routines and behavioural expectations for circle time will be agreed and established by the class. The children will take home the class 'Marvellous Me' box and return it with special items/photos etc that they would like to share with their new friends/classmates. The class toy will be introduced later to promote speaking and listening skills. The topic focus will be 'Autumn' and 'People Who Help Us' taught through visits, stories, non-fiction books and video clips. Children will be made aware that writing is not confined to the classroom and will be encouraged to use clipboards in the construction and role-play areas. Children will be encouraged to add signs and labels to the small world area e.g. making number plates. Children will share their news through circle time and writing tasks. Children will learn to write their name and to use the correct letter formation.</p>
<p>Mathematics (M)</p>  <p>N- Number SSM – Shape, space and measure</p>	<p>The children will be learning to:</p> <ul style="list-style-type: none"> • Represent number using fingers, objects and marks on paper. (N 30-50 months) • Match numeral and quantity correctly. (N 30-50 months) • Count objects to 10 and beyond. (N 40-60+ months) • Say the number that is one more or one less than a given number. (N 40-60+ months) • Find the total number of items in two groups by counting all of them. (N 40-60+ months) • Use shape in sustained construction activity and talk about shapes of everyday objects. (SMM 30-50 months) • Begin to use mathematical names for shapes. (SSM 40-60+ months) • Order items by length, weight and height. (SSM 40-60+ months) <p>Overview: The children will watch the mathematical programmes including 'Number Time' focusing on counting, number formation, numerals and computer skills. The children will sing counting songs and use fingers and counting equipment to accompany the songs. The focus will be on 'subitising' ~ defined as the ability to instantaneously recognise the number of objects and dot arrangements (dice/dominies/Numicon tiles) without the need to count them. Children will also focus on matching quantities to numerals e.g. moving the correct number of spaces along a board game or adding legs to a playdough spider. Children will learn to write numbers focusing on correct formation (in sand, on paper, using playdough etc.)</p>
<p>Understanding the world (UTW)</p>  <p>PC- People and Communication TW – The World T – Technology</p>	<p>The science topics being introduced will include:</p> <ul style="list-style-type: none"> • Light and dark (Fireworks & Diwali, as well as story themes such as 'Can't you sleep little bear?') • Food cycles and how plants grow (Harvest, allotment visit) • Apple investigation – exploring similarities and differences in apples using their senses (UTW TW: 40-60+ months & CL S 30-50 months) • People who help us – visits from professionals including a police officer, vet, cook and dental nurse. Visit to the fire station. <p>Children will explore light sources including torches and projectors. They will make and explore shadows. Children will visit a local allotment and will explore the growing and harvesting of crops. Children will compare the appearance, texture and taste of different types of apples.</p> <p>The topics for this term include:</p> <ul style="list-style-type: none"> • Harvest (PC 30-50 months) • Where food comes from. (TW 40-60+ months – asking questions) • Diwali – Hindu festival - Festival of light (6th – 10th November 2018) (PC 30-50 -40-60+ months) <p>The children will be learning to:</p> <ul style="list-style-type: none"> • Show an interest in the lives of other people, recognising special times or events for families. (PC 30-50 months) • Enjoy joining in with family customs. [preparing for Diwali] (PC 30-50 months) • Comment, ask questions and talk about some of the things they have observed. (TW 30-50 months) • Look closely for similarities and differences. (TW 40-60+ months) • Operate simple ICT equipment. (T 30-50months) • Use computers to retrieve information. (T 30-50months) • Complete a simple program on a computer or iPad. (T 40-60+ months)

<p>Understanding the world (UTW)</p> 	<p>Understanding the World Overview:</p> <p>The children will prepare for and participate in the Reception Harvest festival. The children will watch the video series 'Out and About' where Aunt Mabel explains where food comes from and the process of getting food to our shops. They will learn about farming techniques and vehicles including combine harvesters. Children will learn songs with a Harvest theme.</p> <p>In preparation for the festival of Diwali (6th – 10th Nov), children will watch video footage from the BBC Schools and CBeebies website. They will learn about how families celebrate Diwali including family customs and special food. Children will explore the use of colour and pattern with Rangoli and Mehndi designs. Children will learn about the family customs including decorating the house. Children will decorate the setting and make Diva lamps to take home in preparation for Diwali. We will consider the importance of fire safety when using candles and fireworks.</p> <p>Children will have access to iPads, laptops, smartboards, cameras (supported) and the listening station. Recording devices will be introduced to record children's ideas during circle times or when exploring new displays (supported).</p>
<p>Expressive Arts and Design</p>  <p>EMM – Exploring using media and materials BI – Being Imaginative</p>	<p>The children will be learning to:</p> <ul style="list-style-type: none"> • Join construction pieces together to build and balance. (EMM 30-50 months) • Build a repertoire of songs and dances. (EMM 40-60+ months) • Explore the different sounds of instruments. (EMM 40-60+ months) • Engage in imaginative role-play based on own first hand experiences. (BI 30-50 months) <p>Overview:</p> <p>Children will be encouraged to use the 'Creation station' to develop own projects. Children will have access to mark making equipment, including chalk and water. During Diwali, children will use clay to make 'Diva' pots and chalk to design Rangoli patterns on the playground. Children will make model rockets and fireworks scenes using paint and collage materials.</p> <p>Children will use a range of instruments and explore how sounds can be changed. They will use instruments to accompany songs.</p> <p>There will be a home corner and different role-play areas with props to encourage imaginative play.</p>
<p>Physical Development</p>  <p>MH – Moving and Handling HSC – Health and Self-Care</p>	<p>The children will be learning to:</p> <p><i>Gross motor skills</i></p> <ul style="list-style-type: none"> • Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. (MH 30-50 months) <p><i>Fine motor skills</i></p> <ul style="list-style-type: none"> • Use scissors to cut and snip paper. (MH 30-50 months) • Hold pencil between thumb and two fingers (pincer grip), no longer using whole-hand grasp. (MH 30-50 months) • Begins to form recognisable letters. (MH 40-60 months) • To use tools and equipment safely. (HS 30-50 months) • To manage their own basic hygiene needs successfully. (HS 40-60 months) • Dress themselves with help, such as fastening own coat. (HS 30-50 months) <p>Overview:</p> <p>Children will use a range of construction equipment such as Lego and building blocks. Children will use equipment to explore the water and sand. They will learn to use equipment safely and will improved control, including pencils, scissors and sieves. They will work on own projects and collaborate with others on group projects.</p> <p>Children will explore different ways to move and apply this to the use of equipment in the shared outdoor space, adventure playground and during PE lessons. Children will explore dance inspired by the stories and music from other cultures.</p>



Please refer to the Early Years ideas pack given at the transition stay and play visit. Also, information to support the children's learning is provided on the weekly learning label (Home School Diary), in the phonic and number packs. Please check the packs regularly for updated information and resources. There are links to educational websites on our school website.

Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress independently e.g. take off and put on their own shoes and jumper.
- Promote good manners and tidying up after themselves.
- Encourage them to talk about what they have learnt in school that day.
- Encourage them to bring in items of interest related to their own work.
- Encourage them to celebrate and share achievements using our 'WOW' wall, e.g. certificates of achievements, riding their bike for the first time, the birth of a sibling, buttoning their coat independently etc.
- Encourage your child to read, practise the sounds and keywords highlighted in their diary or practise counting on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes. Please refer to the leaflet sent home to support reading at home.
- Share a book together, take turns to read then discuss the story events and characters. Remember, reading to your child models the skills of reading e.g. altering your voice, pausing at punctuation, making predictions 'What do you think will happen?'
- Practise reading and spelling the high frequency words and the 'tricky words' on your keyring.
- Discuss number in everyday life –time, money, quantities, numbers in the environment etc.
- Play board games, memory games or 'I-spy' to develop concentration and turn taking.



Please refer to your child's Tapestry Learning Journey Account. Staff will update regularly with class, group and individual observations. You will gain understanding of how the children are learning in school. The videos and photographs provide opportunities to share the new vocabulary being introduced, the resources used in lessons and how children's play is effective in consolidating and extending their learning. We would also love to hear about the learning taking place at home. You can upload your own observations, photos and video clips from home.