



COMMUNICATION and LANGUAGE

Daily **storytime** altogether sharing picture books.

Circle time – sharing news and speaking in sentences, talking about what we are doing, what we are thinking, how we are feeling.

Continuous provision to encourage talk, language and collaboration;
Domestic role play, puppets and books, small world play, outdoor play
Encouraging use of vocabulary of the week during play– based on Drawing Club.

LITERACY

Children develop mark making skills in **Drawing club**. Each week we choose either a picture book, traditional tale or animation. We then spend the week drawing the character (usually the baddie), setting and story dreaming (imagining our own ideas).

Children will learn to read using **Bug Club phonics**. Each child has a personal login for access at home. We will be learning phase 2 phonemes this term.

Continuous provision for mark making and practising reading; message centre, chalk, paints, reading corner, ipads, books placed throughout provision.

How you can help at home:

Please share your child's choosing books with them. Write a comment in their reading record at least five times each week. Visit the library to help develop a real love of books and read books from home. We will be sending home the new phonemes learnt each week for you to please practise at home. Log in the Bug Club Phonics and play the games etc to help practise sounds for reading.



PHYSICAL DEVELOPMENT

Outdoor play – lifting, carrying, swinging, climbing, running, jumping, catching, throwing. Riding balance bikes. Daily fine motor exercises and activities – threading, pinching, rolling, twisting, squeezing, manipulating.

Continuous provision indoors; making in the workshop, small construction

How you can help at home

Encourage your child independence with doing up buttons, zips on coats, opening packets eg crisps, yo-yos etc. Also crafting, going for walks, bike rides, etc to build strength and resilience.



PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Class rules and expectations

Value - Humility - Talking about the meaning of humility. How can we show humility?

PSHE Scarf Curriculum - Me and My Relationships

Talk about similarities and differences;

Name special people in their lives;

Describe different feelings;

Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.

Valuing difference

How you can help at home

Routines at home for getting ready for school, bedtime etc. Ask your child to help you with simple household chores.

MIDNIGHT TEAL RECEPTION - TERM 1 and 2 2023



EXPRESSIVE ART AND DESIGN



Charanga – music program unit 1 Me! And Unit 2 My Stories

Continuous provision for creativity and expression; workshop for sticking, cutting, creating with various media, paint zone, small world and block play, dough and sensory area, small construction – mobilo, interstar, duplo and large construction outside.

How you can help at home

Go outside and use natural resources like leaves and twigs to make sounds, create art or use for imaginative play.

MATHS



Can Do Maths units 1-6

Unit 1 – counting 1-5 including subitising

Unit 2 – counting 6

Unit 3 – counting 7

Unit 4 – counting 8

Unit 5 – counting 9

Unit 6 – counting 10

Naming and talking about the properties of 2d and 3d shapes

Continuous provision – opportunities for maths throughout provision including counting, measuring, estimating, money, time, comparing

How you can help at home

Notice numbers around us in the world eg around the house (clocks, weighing scales etc), out on a walk (road signs, house numbers) and in nature (leaves on a twig, woodlice under a log etc)

UNDERSTANDING OF THE WORLD



Computing - Use a range of ICT equipment – camera, Beebots, talking tins, ipads.

RE –Topic 1 Why is the word God special to Christians?

Topic 2 Why is Christmas special to Christians?

Visiting Holy Trinity and Baptist Church

Worship in class this term

Science – exploring, through play, the properties of water (floating, sinking, pouring, freezing, melting) and sand / mud (digging, building, moulding, shaping)

Discovering the flora and fauna of our school grounds in Outdoor Learning

History – timelines - creating a timeline of our reception year, using photos of ourselves to make our own timeline so far.

Continuous provision – investigation station to look closely at and find out more about objects we find using magnifying glasses, bug viewers, books, outdoor play using gutters, tubes, containers, funnels, sand

How you can help at home:

Do you have any trees and flowers in your garden? What type of trees and flowers are they? Can you identify different trees and flowers when out and about? Talk about special places you have visited or special places in your home and garden. Send in photos of your child as a baby, toddler and the family.