



Autumn  
1

R  
e  
c  
e  
p  
t  
i  
o  
n

### What we have been up to:

We have been settling into our new environment, learning classroom rules and school expectations.

We have also been learning how to listen carefully and why this is important.

We engage in regular story times and learning rhymes, poems and songs.

The teachers have been completing our statutory baseline assessments as well as our in school assessments with us.

The teachers have been checking our sound knowledge and reading ability. We are aiming to send reading books home in week 3.

We have been encouraging children to make independent choices and to carry out what they have been taught independently.

Newsletter

### Curriculum:

#### English

We will be sharing stories based around families; 'We Are Going on a Bear Hunt', 'Harry and the Dinosaurs', 'The Tiger Who Came to Tea' and 'Funny Bones' as well as learning about the family members in the Oxford Reading Tree; 'Biff, Chip and Kipper'. We will be writing about our families and family based experiences. We are using drama conventions and our speaking and listening skills to act out, retell stories and join in with repeated refrains.

#### How can I help at home?

Practice writing your name. Practice reading and writing these words: sat, sit, Sam, Tim, at, it, mat.

Read the stories we are reading too. Can your children finish the sentence?

#### Maths

The children will be encouraged to quantify sets of objects by subitising, rather than counting. When subitising, children can say how many there are in a small group of objects by 'just seeing' and knowing straightaway without needing to count. Subitising can be categorised as 'perceptual' or 'conceptual'. Perceptual subitising is used for very small sets of objects (initially up to about 3) and conceptual subitising is used when sub-groups can be perceived within a larger set and the whole is recognised, e.g. if 6 dots are arranged in a dice pattern, children may recognise this as 'two 3s' and know this is 6. Some arrangements are easier to subitise than others, e.g. a set of 3 dots arranged in a triangular pattern may be easier to recognise than a random arrangement, and children need to be exposed to many different arrangements. Children will engage with activities that draw attention to the purpose of counting – to find out 'how many' objects there are. We will be learning to match and sort, compare amounts, compare size, mass and capacity and explore pattern.

#### How can I help at home?

Daily Numbots practice. Play board games and dice games. Point out numbers when out walking. Talk about quantities when baking and setting the table.

#### Understanding the world

We will be learning about each other, our families and customs. We will be learning to talk about members of our immediate family and community and will name and describe familiar people. We will be exploring pictures, stories and artefacts from the past involving starting school, school life and family life. Children will be encouraged to talk about experiences that are familiar to them and how these may have differed in the past (ie birthdays). We will familiarising children with their immediate environment and producing maps of our classrooms. We will be learning to use our senses to describe what we see, hear and feel.



Autumn  
1

R  
e  
c  
e  
p  
t  
i  
o  
n

Newsletter

**Curriculum:**

**Expressive Arts, Being Imaginative**

We will be building a repertoire of songs. We will be exploring our provision, using scissors, glue, paint, collage resources and role play resources.

We will be creating self portraits and split pin 'mini mes'. We will be looking at the work of Toyin Ojih Odutola.

**Communication & Language**

We will be developing our use of communication and language through retelling stories, role play and talking about our routines. We will be reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems.

**Physical Development**

This Autumn, children will be introduced to Physical Education and structured movement through the topics 'fantasy and adventure' and 'everyday life'. Children will learn the principles of PE lessons such as safely finding space, following instructions, sharing equipment and working individually, in pairs and in groups. Children will explore moving in a variety of ways including running, skipping and jumping.

**Curriculum:**

**Personal, Social & Emotional Development**

We will be developing positive relationships with children and adults and understanding of own behavior. We will be meeting and making new friends across the three classes.

We are following the Jigsaw Personal and Social program which introduces the children to Jigsaw Genie and Jerry the Cat. This is a program that the whole school uses and is progressive.

Some of the things we talk about within these sessions are:

- Helping others to feel welcome
- Trying to make our school community a better place
- Thinking about everyone's right to learn
- Caring about other people's feelings
- Working well with others
- Choosing to follow the Learning Charter.

**Reminders / Key Dates:**

**Autumn term**

5 September - 16 December

**Training day**

21 October

School closed for pupils

**Half term**

24 October - 28 October

**Children return to school**

31 October

Please hear your child read each day and write it in the Home-school planner so the children can join in with the whole school reading challenge.

Please remember to name all items of clothing and pack lunches boxes / water bottles.