

Curriculum Newsletter for Reception Autumn 1

Themes: Marvellous Me, Family, Feelings, Friends, Autumn, Diwali.

Weekly Focus Books: Super Duper You, Our Class is a Family, The Colour Monster, A Sense of Autumn, Don't Hog the Hedge, Room on the Broom.



Communication & Language

Listening

- Listen to others 1:1 in small groups and as a whole class.
- Enjoy listening to stories and can remember what happens.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Know how to listen carefully and why listening is important.

Attention

- Maintain attention in whole class and small group contexts for a short time.
- May find it difficult to pay attention to more than one thing at a time.

Respond

- Engage in story times.
- Join in with repeated refrains and anticipate key events and phases in stories or rhymes.
- Know how to respond appropriately when asked e.g., 'tambourine = freeze & show me 10 fingers'

Understanding

- Know how to follow 1 step instructions e.g., put bookbag in drawer, coat on peg, water-bottle in yellow box.

Speaking

- Use sentences of 4-6 words.
- Know a repertoire of songs e.g., nursery rhymes or numbers of songs.
- Know some social phrases e.g., 'Good Morning!'

Throughout the Year

- Learn new vocabulary.
- Use new vocabulary in different contexts.
- Use new vocabulary through the day in discussions and conversations.
- Learn new rhymes, poems, and songs.
- Listen to and talk about stories to build familiarity and understanding.



Personal, Social, Emotional Development

Express feelings

- Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'.
- Begin to understand how others might be feeling.
- Know they can rely on their teachers, friends, and 'buddies' for support if they are worried.

Manage behaviour

- Can inhibit own actions and welcome distractions when upset.
- Know the behavioural expectations of our class and school.
- Know that following rules is important.

Self-awareness

- Know what they like and do not like.
- Know that there are rules in the classroom to follow and expectations for behaviour.

Independence

- Know how to organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle in box, collect whiteboard etc.
- Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.

Collaboration

- Know that we work together to keep the class rules and earn positive rewards.

Social skills

- Know how to engage in positive interactions with adults and peers.
- Play with one or more children, extending and elaborating play ideas.

Character Education

- Love of Learning & Generosity

Virtues to Live By

Love of Learning
Citizenship

Use talk to organise themselves and their play.	RSHE Unit 1: Created and Loved by God
Physical Development The children will be learning the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots etc. Children will develop small motor skills so that they can use a range of tools competently, safely, and confidently. (pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons) PE Me Myself & I Children should show the ability to manage basic personal needs, including dressing themselves. Children should move freely, with pleasure in a range of different ways. PE lessons will encourage children to show understanding towards the effects of activity on their body. <i>PE will be taught by Miss Hayward on Tuesday mornings and Mr Gibson on Thursday mornings. Please send your child to school wearing their PE Kit. Our first PE session will be on 22nd September 2026.</i>	Literacy Comprehension - Listen and enjoy sharing a range of books. - Know how to hold a book correctly, handle with care. - Know that a book has a beginning, an end. - Know how to hold the book the right way up and turn some pages appropriately. - Know that text in English is read top to bottom and left to right. - Know the difference between text and illustrations. - Know how to recognise some familiar words in print, e.g., own name - Know that illustrations help to understand what is happening in a story. - Know familiar rhymes, stories or poems and complete a repeated refrain. Word Reading - Hear general sound discrimination and be able to orally blend and segment. Writing Emergent writing - Know that writing communicates meaning. - Know that marks can have meaning. - Know how to write their name by copying it from a name card or try to write it from memory.
Maths Ongoing - Count objects, actions, and sounds. - Introduction of subitising. Coverage - Matching, sorting & comparing – collections. - Comparing amounts. - Comparing size, mass & capacity. - Exploring simple patterns.	Composition - Know that ideas for stories can be written down. - Use talk to link ideas, clarify thinking and feelings. Spelling - Know how to orally segment sounds in simple words. - Know how to write their name copying it from a name card or try to write it from memory.
RE Creation and Covenant Children will be learning about the beautiful world God created for us. We will be learning that: - God made the world - God has asked us to help care for the world	Handwriting - Know that print carries meaning and in English, is read from left to right and top to bottom. - Know how to draw lines and circles. Phonics - Phase 1/2



• God loves and cares for each one of us • God made each one of us different and special.	• Identify general sound discrimination, identify rhythm, rhyme, alliteration and know how to orally blend and segment simple words.
Understanding of the World Chronology • Know the members of their immediate family and the relationship to them, name and describe people who are familiar to them. Enquiry • Know that you can find out information from different sources e.g., internet, books. Respect • Know and talk about the special things in their own lives. Know how to respect and take care of school resources. • Know how to show respect and care for the natural environment and all living things. Mapping • Know that features of their immediate environment can be represented with objects and on paper e.g., classroom maps, story maps, map of school, seating maps, outside area map. • Know common signs and logos. Communication • Know that the environment where they live can change through the seasons. Describe what they see, hear, and feel outside.	Expressive Arts & Design Mark Making/Drawing • Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Create a self-portrait. Colour • Know the names of light colours and dark colours. • Know how colours can be changed using light and dark colours. Painting • Artist study – KANDINSKY • Know how to collaborate with others to create artwork. Printing • Know how to print using hands, feet, and fingers. Materials • Know that materials can feel different. Know some words to describe materials. 3D Work • Know what transient art is. (Transient art will continue to be offered in continuous provision throughout the year) Cutting Skills • Know how to safely pass scissors to another person. • Know how to use scissors to make snips in paper.
Recommended Reads: • Augustus and his Smile – Catherine Rayner • Jabari Tries – Gaia Cornwall • First Big Book of Why – Sally Symes, Stephanie Drimmer & Kate Slater • We Catch the Bus – Katie Abey • You Choose – Pippa Goodhart & Nick Sharratt	To help your child at home, you could: • Share your child's learning journey through Tapestry. • Share reading books together. Talk about the pictures, ask questions about what is happening. Point to the words as you read them. • Encourage your child to write their name. • Practise counting, reading and writing numbers to 10.