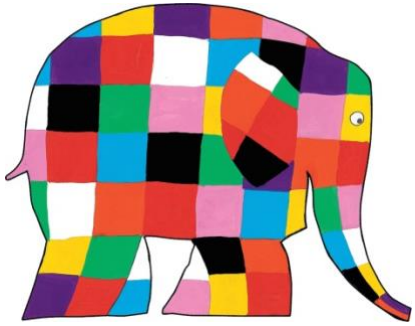


Dates and information



Elmer Base

Dear Parents and Carers,

This is the first of 6 curriculum letters you will receive whilst your child is in Reception. The purpose of this letter is to inform you about the exciting learning opportunities we have planned for your child this term. We really value the support you are able to provide at home and will involve you in your child's learning journey by suggesting ways you can continue to develop their learning at home.

Mrs Elliott and I really enjoyed meeting you all when you came for your classroom visits and the children are already settling into their new class. During the first few weeks of this term, we prioritise building positive relationships with the children so they feel safe and valued at school. We play alongside the children, helping us to get to know them and their capabilities. We support the children to learn and practise the rules, routines and values expected at school.

The children have now been given their Home/School diary which will need to be in their bookbag each day. Research shows that one of the most important ways you can support your child's learning at home is by reading with them as often as possible. It is extremely important that you begin to establish the routine of reading with your child as frequently as possible. As explained during the classroom visit there is an expectation that you read with your child at least three times a week and comment in the diary. Their book is changed in school each day and we will check the diary and sign it throughout the week. The diary is also a good place to write messages for school. Please bring in your child's bookbag every day and remember to check it for letters and messages.

To avoid items of clothing being lost, please ensure that all school uniform is clearly labelled with your child's name.

Please could you also remove the long straps from the bookbags as they get stuck in the trays and make it more challenging for your child to put their bookbag away. Thank you in advance for your help in fulfilling the requests mentioned above.

This is the beginning of an exciting learning journey for your child and we are really looking forward to working with you to ensure your child has the best possible start to school. If your child has something they'd like to show, linked to our learning, then we'd be delighted for them to share this with the class at any time. The door is always open so please come and see us if ever you have any questions or concerns.

Kind regards Miss Maese.

Dates for your diary

24th October 2:30 phonics meeting

22nd and 24th October – Parents Evening

Monday 28th October – Friday 1st November
Half-term week

Class Organisation

PE will be on Wednesday. Please make sure your child comes to school in their PE clothes from 25th September.

Home learning –

Reading every day

As the term progresses there will be phonics and tricky words to learn and practise.

How you can help at home

Encourage your child to learn new self-help skills. Teach them how to put on and take off their cardigans, jumpers and coats making sure the sleeves are the right way out. Learn how to do zips.

Observe, talk about and collect signs of autumn.

Share the stories that your child brings home each day.



Elmer Base EYFS possible interests and learning themes: Autumn Term 1 2023 'Settling in – Getting to know you'
N.B. These are 'intended' activities and can change or be adapted to take into account each child's interests and individual needs.



PRIME AREAS

Personal, Social & Emotional

Settling into their new class and getting to know each other and adults.
 Begin to learn the routines of the classroom and the school day.
 Discuss classroom expectations together, how do we want each other to behave linking to our learning about the school values.
 During discussions we will talk about the things we enjoy doing at school, at home and with friends.
 Talk about families - sharing 'all about me' books and treasure bags.
 Play circle games with the emphasis on sharing & taking turns.
 Be aware of the adults in the school and what their roles are.

RE – the theme this term is 'Why is the word God important to Christians'. We will be thinking about what makes someone special and important, learning about harvest festival and beginning to talk about God and why he is important to Christians.

Physical Development

Run around the school field/playground practise skipping/side stepping/hopping/jumping etc.
 Manage putting on/ taking off and doing up coats, jumpers and cardigans.
 Manage their own self-care in school, hand washing and toileting.
 Explore different ways of travelling using space in the hall and outdoor area.
 Use small apparatus box in outdoor play area- beanbags, bats and balls, quoits, different textured & shaped balls.
 Use the adventure trail outside: practise skills of climbing & balancing
 Introduction of 'funky fingers' to develop fine motor skills through threading, using tweezers, manipulating small items, daily use of scissors for cutting.
 Using a variety of mark making implements – pencils, pens, crayons, paintbrushes.
 Use tools with playdough and other malleable materials with increasing control.
 Using the outdoor area and building with large crates and bricks.
 Be able to copy patterns and trace over their own name (if needed).
 Practise the correct formation of letters in their name.

Communication and Language

Re- enact roles & experiences in home corner using dressing up clothes & props.
 Join in with stories, rhymes and songs.
 Rhyming activities and games.
 Play in home corner acting out familiar experiences and extend this to acting out the stories we learn such as Goldilocks and the Three Bears and We're Going on a Bear Hunt.
 Listen and talk carefully to each other in small groups and during class discussions.
 Introduce talk partners – listening and responding to one another
 Be able to remember and talk about events that have happened, respond to questions about these events and begin to ask questions of others appropriately.
 Be able to follow simple instructions within the classroom environment.
 Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
 Encourage children to speak in full sentences.

SPECIFIC AREAS

Maths

Subitising

- perceptually subitise within 3
 - identify sub-groups in larger arrangements
 - create their own patterns for numbers within 4
 - practise using their fingers to represent quantities which they can subitise
 - experience subitising in a range of contexts,
- Cardinality, ordinality and counting
- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
 - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
 - have opportunities to develop an understanding that anything can be counted, including actions and sounds

Composition

- see that all numbers can be made of 1s
 - compose their own collections within 4.
- Comparison
- understand that sets can be compared according to a range of attributes, including by their numerosity
 - use the language of comparison, including 'more than' and 'fewer than'
 - compare sets 'just by looking'.

Understanding the World

Talk about their own families and finding out about each other's similarities and differences.
 Explore indoor and outdoor environment using their senses.
 Gardening – bulb/cress planting.
 Make porridge and biscuits/crumble in cooking.
 Recognise changing seasons: Go into the school garden to observe autumnal changes.
 Go for an autumn walk.
 Investigate sunflower head and seeds then later pumpkins – seeds.
 Join in with the whole school for a Harvest Festival celebration.
 Use harvest to discover more about food, farming, farm vehicles and what was used in the past – horses.
 Explore woodland animals and hibernation.
 Investigate the properties of materials to best suit the 3 bears need.

Expressive arts and design

Explore different ways of making sounds using musical instruments
 Make collages of names /numbers using different textured materials
 Draw and paint self portraits
 Draw 'My Family'
 Sing songs and rhymes linked to Bears
 Bears using paint, pastels, charcoal, crayons, clay, playdough.
 Mixing colours for bears.
 Small world play with 3 bears.
 Acting out bear stories, Goldilocks and We're Going on a bear Hunt.
 Vegetable printing and making faces with vegetables.
 Make pictures using leaves collected using images in the story 'Leaf Man' for inspiration.
 Autumn leaf paintings /drawings.
 Explore and use different mediums.

Literacy

Reading:

Elmer stories
 Read a range of stories linked to Bears/ Autumn.
 Listen to and join in with stories about bears.
 Talk about characters and settings.
 Select books of own choice to read and retell stories in home corner role play/reading area.
 Daily phonics, reading games and activities.
 Begin learning phonic sounds and beginning to use them in early reading activities.

Writing:

Daily name writing practise for all either learning to write name or refining letter formation.
 Begin learning phonic sounds and beginning to use them in early writing activities.
 Write initial sounds and simple words.
 Create/sequence story maps.
 Label and write words.
 Talk for writing - Goldilocks and the Three Bears, We're Going on a Bear Hunt,

Christian value

Our Christian value for this term is **love**

R.E

Why is the word God important to Christians?

