Important Events

Parent Reading is every Friday morning from 8:55am to 9:15am.
 Please come along and share a story with your child!



- The school holds weekly 'Coffee Mornings' every Friday from 9:15am. These usually run for about 30 minutes and cover a range of subjects throughout the year. Keep an eye out for leaflets and posters around the school for the weeks' focus.
- Thursday 29th November Parents' Evening
- Thursday 13th December EYFS Nativity Apply & Elm (9am) Cherry (2.50pm)

Homework

Homework will be given out every **Friday**, to be returned the following Tuesday. Please support your child to complete the activities set. Parent Planners will also be given our on a Friday. Look out for any key messages and to see what we will be learning the following week.



Children will receive two reading books, which will be changed every week. Please remember to leave a comment in the Home School Diary.

<u>PE</u>

Your child must have a full PE kit in school, including suitable shoes such as trainers or plimsolls. Please label all PE kit and school uniform clearly with your child's name. Encouraging your child to change independently at home will support them when changing at school.



This half term we will be doing Gymnastics, focusing on different ways of moving and balancing.

Our PE days are: Cherry – every Wednesday Apple and Elm – every Thursday

Reception Autumn 2 Curriculum Newsletter

Dear Parents and Carers,

After a fantastic first half term in Reception, we are all excited to embark on a new topic; 'Traditional Tales'. This will involve a range of learning linked to a variety of Traditional Tales, including: 'The Gingerbread Man', 'Jack and the Beanstalk' and 'The Elves and the Shoemaker'.

We would like to kindly remind parents and carers to please support us to provide smooth transitions for the children saying goodbye to your child outside the classroom door. This is also to stop classrooms becoming overcrowded and overwhelming for the children.

As the weather gets colder, please ensure all jumpers, coats, hats and scarves are clearly labelled to avoid lost possessions. We would like to remind parents and carers that the classrooms are heated so multiple under-layers are not recommended.

Kind Regards,

Ms Kirby, Ms Dahir and Ms Hullock

I can construct with a purpose in mind using a variety of resources.
I can describe the textures of things.
I can engage in imaginative role play based on my own experiences.
I can construct with a purpose in mind using a variety of resources.
I can engage in imaginative role play based on my own experiences.
I can make up and follow simple rhythms.
I can describe the textures of things.

I can use a range of resources to

create props to support role play.

I can use objects and tools safely and with increasing control.

I can begin to make
anticlockwise movement and
retrace vertical lines.
I can show increasing control
over an object in pushing,
patting, throwing, catching or
kicking it.

I can use one handed tools and equipment.

I can hold a pencil between thumb and two fingers, no longer using a whole hand grasp. I can travel with confidence and skill: around, under, over and through, balancing and climbing equipment, I am beginning to solve problems and negotiate without aggression.

I can understand class rules and boundaries.
I can understand that my actions affect others.
I can show confidence in asking adults for help.
I can adapt my behaviour to different social situations and changes to routine.

I can describe myself in positive terms.

I can use language to imagine and recreate roles and situations.

I can join in retelling and anticipate key events.
I can follow two part instructions.

I can use a range of tenses.

I can ask and answer why and how questions.

I can use talk to organise and sequence events and ideas.

Personal Social and Emotional Development

Expressive

Arts and

Design

Physical

Development

Communication and Language

Literacy

Traditional

Tales

Understanding of the World

Mathematics

I can join in with repeated refrains.

I can use some clearly identifiable letters to communicate meaning representing them in sequence.

I can give meaning to marks I make. I can hear and say initial sounds in words.

I can write names, labels and captions.
I can use some clearly identifiable letters to communicate meaning, representing them in sequence.

I know information can be retrieved from books.

to me.

I can count objects to 10 and begin to count beyond 10 using 1:1 recognition.
I can find one more and one less than given numbers to 10.
I can order objects by capacity.

I can find the total of items by counting two groups.

I can separate items into groups, knowing that the total does not change.

I can use positional language relating to myself.

I can talk about why things happen and how things work.
I can talk about things that make me unique.

I can show an interest in the lives of people who are familiar to me. I can operate simple equipment such as turning on a CD player. I can talk about some of the things I have observed such as plants.