**Reception Curriculum Overview Autumn** **1**

# The 17 areas of the Early Years curriculum will be continuously covered on a daily basis through our continuous provision, and careful consideration of how to help children move their learning on: through questioning, encouragement and striving to make resources available. In the next 3 weeks I will select 3 children each week, these children will be our focus children for those 5 days. We will send a letter home to let you know that your child is one of those children that week. It would be extremely helpful if you can put as much as you can on Tapestry (our interactive learning journey) during that week, as the children can share these with their class mates and it will help us focus on their interests that they have shown during their time at home. These can be very simple things such as riding a bus to town, helping to prepare the dinner or a new book they like to share. We can then enhance this at school by building a bus in the big construction area and all pretending to be taking a bus trip somewhere, or preparing a similar meal in the classroom etc.

Art will always be part of our continuous provision. Paint, playdough, clay, pastels, chalk, colouring pens and pencils are always available for the children to use at any time. I will introduce some focussed class Art activities after the October half-term.

Don’t forget, if you have any questions or concerns then you can pop in to the office and ask to see me or catch me on a Friday morning gate duty.

I will be organising a phonics meeting for parents in the next few weeks, so look out for further details of that.

Phonics: I plan to start short phonics sessions after the October half-term. I would like the children to feel comfortable and settled in their environment before commencing. We will learn the single letter sounds and how to form them. Until we start these sessions, then the adults will encourage children to think about the sounds that letters make through our story scribing, using the resources in and out of doors, playing small group games to exercise our communcative skills, looking at rhyming words and forming letters in the sand, playdough etc.

Maths: During this first half term, Maths will be everywhere in our continuous provision. All of our maths equipment is continually on display for the children to access at any time. Children will be encouraged to weigh the sand in the sandpit, count how many people are in the role-play area, add up their scores on the game they are playing, weigh the correct amount of flour, butter and sugar in our independent baking area, discuss symmetry when making leaf/fruit prints , talk about the properties of 3D shapes when deciding how best to build a castle, talk about longer and shorter when creating models/jewelery in our construction area. These are just some of many examples of how the adults will encourage the understanding and use of mathematical language in our setting. More formal maths lassons will commence when I feel the children seem ready for this.

[Literacy: Everyday the children are encouraged to sit with an adult and think of their own story whilst the adult scribes it for them. During this process the adult takes the opportunity to discuss full stops, finger spaces, capital letters and the initial sounds in words. As knowledge increases the children will be given the opportunity to write some of the words themselves. These are then hung up on our washing line, ready to be introduced by the author and for them to select actors to play the parts. These will usually be performed at the end of the day. Phonics: