



Reception & Busy Bees

Autumn Term 2016

I love the autumn term as it is always full of the excitement and anticipation of the new academic year. I have so many ideas and plans for the year ahead.

The first two weeks of the autumn term is used to 'Baseline' the children. We observe the children in a range of self-initiated and adult led activities to assess your child's stage development. This ensures that the learning and play activities provided will aid their learning journeys. Through the topic we learn about the children's interests and the things that they like and dislike which helps us to gain ideas for personalising their learning experience.

The link between home and school are especially important in the Early Years. I would like to strengthen these links by asking if there are any questions I can answer or workshops that I could provide?

Mrs Brammer



Any Questions ?

I am always available at the start or end of the school day. However, an appointment can be made if you would prefer a more discreet conversation.

Medical Issues

Please inform a member of staff if your Child's medical status should change. For example the need for an inhaler or allergy. It would also be helpful if you could advise our staff if any medication has been given before the school day.

Dyslexia
friendly



Mathematics

During the Autumn term our friend Barbra the sheep will help us to learn new skills in Number and Shape, Space and Measure. The learning objectives are:



Mathematics



This is Barbra she gives us number challenges.

Numbers

I can recognise numerals 1 to 5.

I can count up to three or four objects by saying one number name for each item.

I can count objects to 10, and beginning to count beyond 10.

I can count out up to six objects from a larger group.

I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.

I can count an irregular arrangement of up to ten objects.

I can estimate how many objects they can see and checks by counting them.

I can use the language of 'more' and 'fewer' to compare two sets of objects.

I can say the number that is one more than a given number.

I can find one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.

I can record, using marks that they can interpret and explain.

I can find the total number of items in two groups by counting all of them.

I can count reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.

I can solve problems, including doubling, halving and sharing.

Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer.

Shape, Space and Measures

I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

I can select a particular named shape.

I can use familiar objects and common shapes to create and recreate patterns and build models.

I can describe their relative position such as 'behind' or 'next to'.

I can use familiar objects and common shapes to create and recreate patterns and build models.

I can order two or three items by length or height.

I can order two items by weight or capacity.

I can recognise, create and describe patterns.

I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.

I can use everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.



Literacy

Reading

- I can hear and says the initial sound in words.
- I can segment the sounds in simple words and blend them together and know which letters represent some of them.
- I Link sounds to letters, naming and sounding the letters of the alphabet.
- I Begin to read words and simple sentences.
- I can use vocabulary and forms of speech that are increasingly influenced by books.
- I enjoy an increasing range of books.
- I know that information can be retrieved from books and computers.
- I can read and understand simple sentences.
- I can use phonic knowledge to decode regular words and read them aloud accurately.
- I can read some common irregular words.
- I can demonstrate understanding when talking with others about what they have read.

Writing

- I give meaning to marks that I make as I draw, write and paint.
- I begin to break the flow of speech into words.
- I continue a rhyming string.
- I hear and says the initial sound in words.
- I can segment the sounds in simple words and blend them together.
- I link sounds to letters, naming and sounding the letters of the alphabet.
- I Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- I write my own name and other things such as labels, captions.
- I attempt to write short sentences in meaningful contexts.
- I use my phonic knowledge to write words in ways which match their spoken sounds.
- I can write some irregular common words.
- I can write simple sentences which can be read by themselves and others.
- I can write words that are spelt correctly and others are phonetically plausible.



Saying the correct letter sound can be tricky!

Please ask if you are unsure.

Topic

Autumn 2

What do I know about me?

With the start of a new academic year it's a great opportunity for our children to celebrate their differences and similarities. During this topic we find out about our families, our homes and what makes us different and the same!

We start the topic by looking carefully at our faces, eye and hair colour. Are we all the same? We then learn about our families and homes. We will also explore our senses through some interesting smells and cooking activities.

As the children learn about themselves Mrs Boden and I learn about each of the children's development stage

and how we can encourage the next steps in their learning journey.

Autumn 2

Why are there so many leaves on the ground?

This topic focuses on all the wonderful changes of the seasons. We will be thinking about our ever changing weather and comparing this with other countries.

During creative activities natural materials will be mixed with other media. Hopefully engaging the children in discussion about colour, texture and size vocabulary.

As the weather turns



Parent information

Please take the time to look at recent publications for parents.



The purpose of this booklet is to help you as a parent/carer find out more about how your child is learning and developing during their first five years, in relation to the EYFS. Children develop more rapidly during the first five years of their lives than at any other time. This booklet has been written to help you as a parent know what to expect during these vitally important years by focusing on the seven areas of learning and development which are covered in the EYFS.

http://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

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