



Reception

Autumn Term 2019

Welcome back! I hope that you all had a lovely Summer holiday. The main focus for the beginning of the autumn term is settling the children in. The first two weeks 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 of development. This ensures that the learning and play activities provided will aid their learning journeys.

There will be an opportunity for you to come into school later on in the term to talk to me about how your child is settling in. It is a busy term with a number of planned events. Some of these include our Harvest Festival and Christmas play at the end of term.

The links between home and school are especially important in the Early Years. I would like to take this opportunity to ask you to record any comments about your child and their learning at home in your child's diary or on the 'Proud Clouds' provided.

Mrs Devenport

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 development of an allergy. It would also be helpful if you could advise our staff if any medication has been given before the school day.

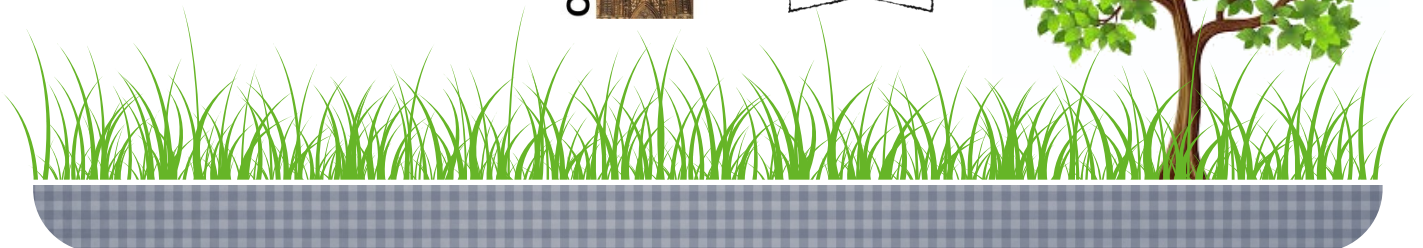
Dyslexia
friendly

Healthy Schools
Healthy Futures

Outstanding
SIAMS
2018

Stonewall
SCHOOL
CHAMPION

LOTTERY FUNDED



During the term the following objectives will be covered:

Mathematical Development

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 am 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 I can see and check 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 I can interpret and explain.

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

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.



Literacy Development

Reading

During the term the following objectives will be covered:

I can hear and say 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 can link sounds to letters, naming and sounding the letters of the alphabet.

I am beginning to read words and simple sentences.

I can use vocabulary and forms of speech that are increasingly influenced by books.

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 say 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 and captions.

I attempt to write short sentences in meaningful contexts.

Vocabulary Focus

This year we will be developing a new approach to the teaching of vocabulary. We will continue to develop a language rich environment and make learning new words fun by playing word games and singing songs. We will also develop the children's understanding of key concepts.



All Saints CE (VC)
First School
&
Busy Bees Pre-
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Learning Questions

Autumn Term First Half

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 bodies and what makes us different and the same!

We start the topic by looking carefully at our faces and eye and hair colour. Are we all the same? We then learn about our families and bodies. We will also explore our five senses and think about how we can keep our bodies healthy.

Autumn Term Second Half

What shall we play?

To explore this question we will be finding out about our own family customs and routines which involve toys. We will learn about what toys were like a long time ago in the past and identify the ones that our grandparents or other family members would have played with. We will investigate the types of materials which are used to make toys and finally we will answer the question:

Can you play without any toys?



Physical Development

Our PE lessons will take place on Mondays and Fridays. Please can you make sure that the children have their PE kits in school and all earrings are removed on these days.

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