

# Welcome to Meet the Teacher

Mrs Bates  
Class Teacher

# Welcome to Acorn Class

- Class Teacher- Mrs Bates & Teaching Assistant- Mrs Byrne
- 16 Reception children and 13 Nursery children (Max of 10 nursery per session).
- The children share continuous provision with Oak class.
- As soon as the children come into class in the morning they access the continuous provision to practise skills taught, develop independence and promote investigation skills.
- Provision is often enhanced linked to the current theme and the needs of the children.

# The EYFS curriculum

- **Child-led curriculum**, where we aim to follow children's interests to motivate, engage and develop a love of learning whilst meeting the needs of the children to ensure progress and foundations are secure for further learning. Every child is **unique** and the EYFS curriculum values that!
- Broken down into **seven areas**- three prime (PSED, PD, C&L) and four specific (Literacy, Maths, UTW & EAD)
- The **prime areas** start to **develop quickly**: making friends and building relationships, talking and listening to others etc. these areas then support learning in other areas.
- We plan using **Development Matters**- development is measured in **age bands** working towards the Early Learning Goal. The children in reception work towards the ELG in the seven areas and given a judgement at the end of the Reception year.

# Curriculum Overview

The curriculum overview is a resource for you to see what your child will be learning this term.

The overviews cover the skills and objectives that must be taught. These skills are then differentiated according to the children's abilities. Children are taught to their ability, not their year group to ensure that all children make progress.

The Early Years Curriculum is made up of 7 areas, split into two groups; Prime Areas and Specific Areas.

**Prime Areas:** Personal Social and Emotional Development, Communication and Language and Physical Development.

**Specific Areas:** Mathematics, Literacy, Expressive Arts and Design and Understanding the World.



## Acorn Class Reception

### 'ME MYSELF AND REAL LIFE SUPERHEROES!'



#### Personal Social and Emotional Development

Developing classroom rules and establishing routines  
Taking turns and sharing resources  
Exploring special places and discussing the places that are special to them.  
Discussing how we feel in different situations and environments, learning how to manage these feeling and emotions.  
Exploring the classroom and gain an understanding where to find resources  
Talking about our feelings and using stories to talk about emotions  
Talk about ways of making friends, helping each other and learn how to treat each other with respect.

#### Physical Development

PE lessons will be on a Thursday afternoon.

This term we will be focusing on fundamental movement skills, improving our basic running, jumping, throwing and catching skills.

We will also be developing our fine motor skills and control in order to strengthen our pencil grip.



#### Communication and Language

##### Listening and Attention

Listen to stories with increasing attention and be able to answer questions relating to the story.  
Join in with repeated refrains in stories  
Speaking clearly & listening to others

##### Understanding

Respond to simple instructions  
Begin to understand the use of objects

##### Speaking

Extend vocabulary in the role play and through stories



## Literacy

**Reading:** Acorn Class will read and enjoy a variety of fiction and non-fiction texts associated with superheroes such as 'Superworm'. We will be focusing on alliteration and rhyme to help us with our oral retelling.

**Phonics:** Children will learn Phase 2 phonemes, starting with s a t p and tricky words. We will learn the names of letters along with the sound that they make. Children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, children will learn to blend the sounds s-a-t to make the word sat. We will also be learning to segment words, for example, using magnetic letters to build the word tap.

**Writing:** We will be concentrating on independently writing our first name. Pupils will be encouraged to use the correct pencil grip and will begin to give meanings to marks made. Children will begin to form letters in names accurately.

## Expressive Arts and Design

Exploring materials and using one handed tools to change them.

Learn & sing songs

Self portraits-exploring mixing colours and textures  
Looking at different materials and which are best suited for superhero capes.

Making friendship bracelets using fine motor threading skills.

## Understanding the World

All about me: we will be using our senses and exploring different body parts that make up our skeleton.

Superheroes: thinking about what makes a superhero. Designing ourselves as superheroes. Designing and making our own superhero capes, looking at different materials. Thinking about our own superheroes and why they are special to us.

Real life superheroes: exploring a range of real life heroes who help people in their daily life. Learning about their jobs and thinking about what we want to be when we grow up.



## Mathematics

Mathematics is broken into two areas, Numbers and Shape, Space and Measure.

### Number:

Say and use number names in play

Recognise numerals 0 - 10

Count objects reliably to match a numeral

Match numbers to groups of objects

Recognise groups of objects

Compare 2 groups of objects and use related language of more and less

Sing number songs to help count on and backwards from 0-20

### Shape, Space and Measure

Recognise shapes in our local environment and talk about shapes of everyday objects about the shapes of everyday objects.

Measure the length and weight of different objects.

Beginning to compare and contrast with measures using the language heaviest, lightest, longest and shortest.

## Communication & Language

### Listening and Attention

Listen to stories with increasing attention  
Join in with repeated refrains in stories  
Be able to focus attention-still listen or do, but  
can shift own attention

### Understanding

Respond to simple instructions  
Begin to understand the use of objects  
Developing an understanding of concepts

### Speaking

Extend vocabulary in the role play and through  
stories  
Use a variety of questions

# Acorn Class Reception 'ME MYSELF AND REAL LIFE SUPERHEROES!'



## Physical Development

PE lessons will be on a Thursday morning. This term we will be focusing on fundamental movement skills, improving our basic running, jumping, throwing and catching skills.

We will also be developing our fine motor skills and control in order to strengthen our pencil grip.

We will be practising undressing and dressing ourselves for PE and talk about the effects that exercise has on our bodies.

The Early Years Curriculum is made up of 7 areas, split into two groups; Prime Areas and Specific Areas.

**Prime Areas:** Personal Social and Emotional Development, Communication and Language and Physical Development.

**Specific Areas:** Mathematics, Literacy, Expressive Arts and Design and Understanding the World.

## Mathematics

Mathematics is broken into two areas, Numbers and Shape, Space and Measure.

### Number:

Say and use number names in play  
Recognise numerals 0-5  
Count objects reliably to match a numeral  
Match numbers to groups of objects  
Recognise groups of objects  
Recite numbers to 10  
Sing number songs  
Begin to represent numbers using fingers, marks on paper or pictures

### Shape Space and Measure

Use shape to make arrangements  
Look for shapes in the surrounding environment  
Begin to talk about the shapes of everyday objects

### PSED

Taking turns and sharing resources  
Developing classroom rules and establishing routines  
Exploring the classroom and gain an understanding where to find resources  
Talking about our feelings and using stories to talk about emotions  
Talk about ways of making friends, helping each other and learn how to treat each other with respect.



### Expressive Arts and Design

Learn & sing songs  
Use instruments & listen to different sounds- particularly animal sounds and sounds of the rainforest  
Printing using hands/fingers  
Self portraits-exploring mixing colours and textures  
Explore colour and mixing colours  
Explore sounds and consider how to make different sounds, such as loud and quiet.  
Explore textures and use words to describe them  
Build stories around toys in the continuous provision



### Ways of helping at home

- \*Getting changed independently.
- \*Practise zipping up their own coat.
- \*Practise taking turns and sharing when playing games
- \*Practice using scissors with care.

### Understanding the World

Self portraits in a variety of media- talking about the word 'Unique'. Talk about our appearance- hair and eye colour.  
Use ICT equipment such as cameras, talking tins. Whilst making sure that we can use this equipment correctly, we will learn about online safety looking at a range of ways to keep safe online.  
Explore our surroundings and talk about features of objects in their environment.



# Timetable

- PE will be on a Thursday morning.
- Mini Movers for reception children on a Monday morning for this half term.
- Reception children will need a full PE kit in school each week.
- PE kits will be sent home at the end of each half term.
- Nursery children are encouraged to bring a PE kit or change of clothes and footwear.

# Daily Routine

- Children are encouraged to be independent as soon as they enter the classroom. Self registration will start to be used to encourage name recognition.
- Children the access the provision to consolidate prior learning and practise new skulls. During this time children will practise name writing, name recognition and reading.
- Phonics
- Literacy- input, adult led activity, enhancements in the provision
- Toast
- Mathematics input, adult led activity, enhancements in the provisions.
- Lunchtime
- Number time or guided reading
- Topic/theme input, adult lead activity, enhancements in the provision and opportunities door child- initiated activities.
- Story and song time
- End of the day

# Phonics

## Nursery children- Phase 1

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g hearing that d-o-g makes 'dog').

# Phonics

## Reception children- Phase 2

- Children begin to learn the sounds that letter makes phonemes.
- There are 44 sounds in all
- By the end of Phase 2 children should be able to read some vowel- consonant (VC) and consonant- vowel- consonant (CVC) words, and to spell them out.
- They also learn some high frequency 'tricky words' like 'the, go, no, to, into and I'
- Children are taught songs and actions to link the sounds through Jolly Phonics.
- Home learning - Jolly Phonics app, games on phonics play and the Jolly Phonics songs on Youtube

# Handwriting

Handwriting is taught daily alongside phonics.

This year the children will be learning cursive handwriting to help their ability to join letters.

It is very important that children develop a strong tripod grip when writing to form letters accurately. Children have opportunities to develop their fine motor skills within the classroom provision- building with lego, malleable areas, threading and many more.

*Support at home: Practice writing and mark making as much as possible, writing shopping lists, labels, diaries etc. Encourage children to pinch the pencil firmly.*

# Planner

The school planners are a communication tool between yourselves and staff.

Staff will record in the planners when they hear children read, we would like you to do the same. This encourages children to read more frequently and allows us to monitor reading effectively. Children should be reading at home for at least 5 minutes every night.

# Reading Books

Children are encouraged to read as much as possible, in school and at home.

Children will read daily in school through phonics, literacy, shared reads, guided reads and 1:1 reading.

Hardback books will be changed on a Monday, Wednesday and Friday.

**Bug club** will be used along side hardback books.

# Homework

Homework is set weekly on a Friday and should be returned to school the following Wednesday.

Autumn term: reception children will bring home a set of 4 phonic sounds each week that will have been taught in school. Reading- bug club and hardback

Number targets

Spring term: Pick and Mix homework will start from Spring 1 and allows the children to choose which activity they want to complete each week.



# Target Setting

Baseline assessments are currently being completed and targets will be set according to the label of learning for your child.

The targets will be written in your child's planner, at the front, and updated as needed.

## 2Build A Profile

- This is an electronic tool where photographs are taken of the children and observations are recorded, linking to the areas of learning.
- These observations can then be shared with parents via email.

# Things to help at home

- Encourage children to mark make as much as possible
- Practise writing your child's first name and surname as much as possible
- Encourage children to use a firm tripod grip when mark making
- Identifying numbers and shapes in your environment
  - Play number games
  - Read as often as possible.