



MOORLANDS PRIMARY SCHOOL



EARLY YEARS FOUNDATION STAGE CURRICULUM NEWSLETTER RECEPTION YEAR Autumn Term

At Moorlands we strongly believe in the partnership between school and parents in each child's learning.

Each half term we shall send home a curriculum newsletter outlining the work your child will be covering in that half term. Autumn 1 refers to the weeks before the October half-term week holiday.

The **Early Years Foundation Stage Curriculum** sets out seven areas of learning: Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding of the World; Expressive Arts and Design.

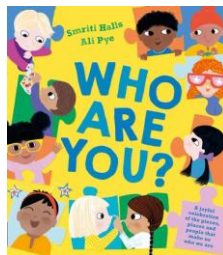
MAIN TOPICS

The children will make links to all seven areas of learning focussing on the following topic.

Autumn 1

Who Are You?

During our transition to school and over the first couple of weeks; children are being taught a short 'Who Are You?' topic based off the book 'Who Are You?' by Smriti Halls. Throughout this topic, children are being immersed in lots of Personal, Social and Emotional Development activities with a big focus on sharing and turn taking; as well as making new friends. We are focusing lots of self-regulations to help children understand how they and their friends are feeling as well as helping children identify their place within the classroom and their new role within the school.



Aliens Love Moorlands

During this first half-term, the emphasis will be on personal, social and emotional development. The children will be given time to settle into school and build relationships with adults and their peers. They will be taught to access classroom resources, learn classroom routines and the four school rules (Be safe, Be kind, Be helpful, Be polite) in order to function safely and happily in the classroom and wider school environment. We will be encouraging the children to learn all about themselves through comparing themselves to aliens who we have found have crashed onto our school grounds. Children will be doing things such as learning how the five senses work to help the aliens understand humans, learn about the environment around us and be thinking about their homes. Children will then be able to use their senses to explore the aliens' planet! Some of these things are going to be a surprise for the children so please wait for your children to tell you about it so none of the surprises slip out before we get to them. We like the children to be able to have some awe and wonder (e.g. pretending the aliens have crashed in our playground) to hook them into their learning so even if some of what they say may seem bizarre please go with it.



COMMUNICATION and LANGUAGE; and LITERACY

Autumn 1

This term the children will be learning about Communication and Language (Listening, Attention and Understanding; and Speaking) and Literacy (Comprehension; Word Reading; and Writing - incorporating our phonics programme) through **stories and rhymes with predictable structures and patterned language**.



The children will soon receive regular **homework** to recognise **phonics letter sounds** taught each week and **sets of tricky words** that they will be learning in school; the first set of tricky words is part of your pack we gave you at the home visit. Soon children will begin bringing home a reading book each week in their **book-bags** with a book for you to 'share' together. You should encourage your children to have a go at identifying the letters and sounds they make, while blending the sounds together to read a word. Children may need support to do this and could even take turns for you to read every other page. It is also helpful to discuss the book and ask questions to help your child's comprehension. This is also an opportunity for children to be 'word detectives' and search for 'tricky words' within the text. Please make comments in the school Reading Record. It is also important for your child to practise physical development which will in turn help them with writing; children who are ready to may try copying and **writing their name** regularly in the Moorlands script using the name card provided.

Mathematics

Autumn 1

This term the children will be learning to count, order and recognise numbers 0 – 10, through counting rhymes, stories with mathematical contexts and practical activities.



They will learn to match, name and sort common 2-D shapes and to recognise and create simple repeated patterns. The children will also start to explore some size and weight activities.

Autumn 1

Religious Education

This half term our RE topic is 'Belonging'. We start by reading the story 'Leo the Lion' which talks about belonging to groups. We think about which groups the children belong in; e.g. class, school, hobbies, family and discuss that belonging doesn't mean needing to be the same as everyone else. Children will be learning to identify groups that they and others might belong to. During the half term we will also be sharing our own experiences and feelings about belonging to a new group i.e. class/school and learning that some people belong to groups according to their beliefs i.e. Christians.



Jigsaw (PSHE)

The theme for this term is 'Being Me'. It is about how we can use our words and actions and what we say to be kind to someone else. The children will share some of their thoughts they have had during their personal reflection time (calm me).



Thank you for your support.

Foundation Stage Team





<p>Puzzle One – Being Me in My World Autumn 1: ‘Who am I and how do I fit?’</p>	<p>Content Overview: Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Vocabulary Kind, gentle, friend, similarity, different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns</p> <p>Song: Together as One</p> <p>Puzzle Outcome: Whole School Learning Charter</p>
<p>DfE Statutory Relationships & Health Education Guidance. PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: <u>MANAGING SELF</u> <u>Explain</u> the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Example of Floor book:</p>	