



# Shincliffe CE Primary School Home / School Links

Autumn 2 2023

During this half term the children in **Reception** will be looking at the following areas within their “**Let’s Celebrate**” theme:

Curriculum Area	Content to be taught in school	Possible Activities to be completed at home
Communication, Language & Literacy	<ul style="list-style-type: none"> <li>Reinforcing the Oxford Reading Tree characters’ names from our reading scheme.</li> <li>Listening for initial sounds in words through playing sound games.</li> <li>Playing rhyme and alliteration activities.</li> <li>Continuing to learn the letter sounds using our new “Little Wandle” phonics resources at the rate of 4 new sounds per week.</li> <li>Blending and segmenting of simple 2 and then 3 letter words.</li> <li>Beginning to recognise taught “tricky words” on sight.</li> <li>Beginning to write simple 2 and 3 letter words independently, moving onto writing simple captions.</li> </ul>	<ul style="list-style-type: none"> <li>When reading stories with your child, stop part way through and ask them to explain to you what they think might happen next.</li> <li>Support your child by listening to them retell the stories in their school reading books, encouraging them to spot details in the pictures to support them.</li> <li>Play games like “I spy” to encourage them to hear the initial sounds in words.</li> <li>Support them with being able to write their first name independently, using the correct letter formation.</li> <li>Encourage your child to hold a pencil using the correct “froggy fingers” grip when writing, drawing &amp; colouring.</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>Recognising some numerals of personal significance.</li> <li>Recognising numerals 1 – 10 then beginning to recognise 11-20.</li> <li>Counting up to 10 objects accurately and then beginning to count beyond 10.</li> <li>Selecting the correct numeral to represent 1 to 5, then 1 to 10 and beyond.</li> <li>Naming the 4 basic 2D shapes (circle, square, triangle and rectangle) and beginning to describe their properties.</li> <li>Using everyday language related to weighing.</li> </ul>	<ul style="list-style-type: none"> <li>Practise forming the numbers, using the “Ten Town” rhymes to aid correct formation.</li> <li>Play games like “Ludo” which involve counting the correct amount of spaces to move your counter along.</li> <li>Sing number rhymes and make up your own actions for them (e.g. “10 fat sausages sizzling in a pan”, “5 little monkeys bouncing on the bed” etc)</li> <li>Help your child to use words such as “heavy”, “light”, “heavier” &amp; “lighter” in the correct context.</li> </ul>
Knowledge & Understanding of the World	<p>“<u>Let’s Celebrate</u>” – Talk about how people celebrate in different ways, linking to the following festivals: Bonfire Night, Remembrance Day, Diwali &amp; Christmas</p>	<ul style="list-style-type: none"> <li>Talk about how you celebrate each festival as a family. <i>What do you do? Do you eat any special food, visit any special places or wear any special clothes?</i></li> </ul>

Technology	<ul style="list-style-type: none"> <li>• Completing simple programs on a computer.</li> <li>• Using ICT hardware to interact with age-appropriate computer software.</li> <li>• Beginning to learn what some of the keys on a computer keyboard are for (e.g. the arrow keys, the “Spacebar” &amp; the “Enter” key) by using them to complete simple games &amp; activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to use technology at home themselves to foster independence (e.g. Turning a CD/DVD player on &amp; off themselves, taking photos independently using a mobile phone or a digital camera etc)</li> </ul>
RE	<p><u>Diwali</u> – Talk about the Hindu festival of Diwali and discover how people celebrate. Listen to the story of Rama and Sita, before sequencing pictures from the story in the correct order.</p> <p><u>Christmas</u> – Listen to the Christian Nativity Story and re-tell it orally in their own words.</p>	<ul style="list-style-type: none"> <li>• Talk about how you celebrate as a family. <i>Which festivals do you celebrate? What do you do to celebrate? Do you eat any special food or wear any special clothes?</i></li> </ul>
Personal, Social & Emotional Development	<p><u>Circle Time</u> – Reinforcing class routines and rules.</p> <ul style="list-style-type: none"> <li>- Talking about classroom behaviour.</li> <li>- Discussing our likes and dislikes.</li> <li>- Knowing that we can be friends with others, even if they have different interests from ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice turn-taking and sharing fairly.</li> <li>• Allow your child time to explore their feelings through talking with you (e.g. helping them to recall when they were happy, when they were excited etc)</li> </ul>
Expressive Arts & Design	<ul style="list-style-type: none"> <li>• Using transient art materials to make fireworks pictures.</li> <li>• Making Rangoli Patterns out of 2D shapes.</li> <li>• “Christmas” artwork.</li> </ul> <p><u>Music</u> – Listening to &amp; singing along with songs linked to Autumn/Diwali/Christmas</p>	<ul style="list-style-type: none"> <li>• Encourage your child to hold pencil crayons/felt pens using the correct “froggy fingers” grip.</li> <li>• When your child is drawing, talk about their facial features &amp; the colours that these features are to develop their attention to smaller details.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Experimenting with different ways of moving in response to music (e.g. by fireworks dancing).</li> <li>• Showing increasing control over an object (a ball/a beanbag) by throwing and catching it.</li> <li>• Handling tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Completing pencil control sheets and beginning to show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to dress &amp; undress themselves at home in order to support them to become more independent in their self-care skills.</li> <li>• Play games which involve moving and stopping, such as “musical bumps” or “musical statues”.</li> <li>• Practise throwing a ball back and forth with your child, varying the size of ball used. Is it easier to catch a large ball like a football or a smaller ball like a tennis ball? You could make it into a mini-competition - <i>How many times can you manage to throw and catch it between each other accurately?</i></li> </ul>

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