**Copperfield Academy Year Reception Newsletter - Autumn Term**

**Dear Parents and Carers, Please don’t forget to accept your 2buildaprofile invite to see what your child is doing at school!**

|  |  |
| --- | --- |
| **How you can help your child with Speaking and Listening at home:****This term we are answering the question ‘Who helps us?’ We will learn about people who help us, such as firefighters, police officers, nurses, builders and many more. We will finish our term by learning about different ways we celebrate special events. In order to develop knowledge and skills, we need to have the skills to articulate our knowledge and share our understanding. Language skills are known to develop more readily in environments with lots of sound, sights and exposure of speech and language of others. You can support the development of language skills at home in many ways, these are just some of them:** * **Sing Nursery rhymes and songs**
* **Explain the meaning of new words to your child and model to them alternative words with the same meaning e.g. I am happy...I am ecstatic... I am elated.**
* **Ask questions but equally encourage them to ask you question**
 | **How you can help your child with Reading at home:****Please read with your child daily at home, enjoy stories, magazines, reading maps, atlases – anything your child is interested in. Talk about all the different places we use reading to help us. Your child will come home with a new storybook every Tuesday. They will keep this book for a week so they get used to what happens in the story, are able to join in with familiar language and can start to answer some questions about the story. Questions you can ask your child:** * **Can you point to the title?**
* **What do you think this story might be about?**
* **What might happen next? Why do you think that?**
* **What was your favourite part? Why?**

**Your child will be learning new sounds every day as part of their Phonic sessions, at the end of each week they will come home with sounds and words to practise – please ensure you practise every week.**  |
| **How you can help your child with early Maths skills at home:**  **At home there are many opportunities to develop early Maths skills, here are some ways you can help at home:** * **Singing number rhymes – 5 current buns, 5 speckled frogs**
* **Counting things around you – how many toy cars are in the box? How many cups do we need for dinner?**
* **Go on a nature walk – who has the most amount of sticks? Who has the least amount of leaves?**
* **Walk to the shops – what numbers can you see? How many items are in your basket? What coins do you use to pay for your shopping?**
 | **Important Dates For Nursery Children and Parents:**PE Days: Wednesday PM Forest School Days (Kit needed): Monday (Oak class) and Thursday (Blossom)Trips: Local walk – Thursday 26th September Visitors: Local builder – 7th October, Dentist – 14th October.Christmas Production: December 11th, 12th, both am and pm.Future visit: Pantomime visit to school – date TBC – there will be a small cost involved- details to follow shortly. Parent Event: Tuesday 15th October at 2-3pm. Thank-you very much for your help and support!Miss Hicks, Miss Foxwell, Mrs Boddington, Mrs Fox  |

** Who helps us? – Reception Autumn Term 2019**

**Managing feelings and behaviours**I can adapt my behaviour to different events and situations.
I can usually tolerate delay when my needs are not immediately met.

**Making Relationships**

I keep play going by responding to what others are saying or doing.
I demonstrate friendly behaviour, initiating conversations.

I can dress myself with some support and I understand the importance of some routines, such as hand washing.

**Health and Self-Care**

**Moving and Handling**

**Personal, Social and Emotional Development**

I can draw lines and circles using gross motor movements. I can use one handed tools and equipment. I am starting to hold a pencil between thumb and two fingers.

**Self- Confidence and Self-Awareness**

I am confident to talk to other children and I tell them about my home life and my community. I will ask an adult for help if I need too.

Can you make an information leaflet to share about a person who helps you?
**Or**Create your own finger puppets of a person who helps you.

Starting School
Fireman Sam
When I grow up books
Hey there! What’s your superpower?

**Planned Texts**

**Family Learning Projects**

I can give meanings to marks as I draw, write and paint.
I begin to break the flow of speech into words.
I hear and say the initial sound in words.
I can segment and blend sounds.

**Reading**

**Writing**

**Understanding**

I can respond to simple instructions

I am beginning to understand ‘how’ and ‘why’ questions.

**Speaking**

I use talk to connect my ideas, explain what is happening and anticipate what might happen next. I will question why things happen and explain why.

**Listening and Attention**

I can join in with repeated refrains and anticipate key events in rhymes and stories.
I can focus my attention and follow directions.

**Communication, Language and Literacy**

I can explore how different colours are formed.
I can explore texture and pattern.
I join in with dancing and ring games.

**Expressive Art and Design**

I show an interest in other’s religions and beliefs.
I can explore the festival of Diwali.
I can talk about why things happen and how things work. I can complete a simple computer programme.

**Understanding the world**

I can talk about time in the context of my day. I can use positional language correctly. I show interest in shape by sustained construction activities or by talking about shapes or arrangements.

**Mathematics - Number**

**Shape, Space and Measure**

I enjoy rhyming and rhythmic activities.
I can hear and say the initial sound in words.
I listen to and joins in with stories and poems.
I recognise familiar words and signs, such as my name and logos.

I can explore numbers to 5 and their place value. I can sort objects into groups. I can compare groups of objects. I can explore what happens to a number when I add one or take one away.