

## PE

Reception PE day will be on Thursday. Children will need to wear their active uniform on that day



## Home Learning

**Reading:** The library book is for children to be read to. Please ask them questions to help develop comprehension skills

What do you think might happen in this story?

What were the character's name ?

Which words do you think best describe this character?

Did you like the story or not? Why?

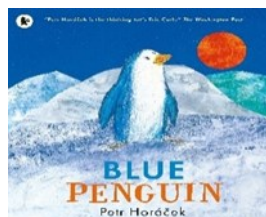
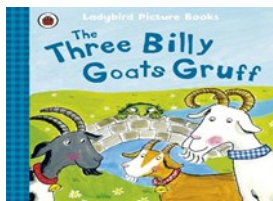
What was your favourite part and why?

Children should read their reading book and

Parent/carer will need to sign home-reader

Literacy and maths home learning challenges are posted as memos on the Tapestry app every Friday

## Books we are reading this half-term



# *Latymer All Saints CE Primary School*



## Curriculum Leaflet - AUTUMN 2 2023

At Latymer All Saints Primary School, we believe that learning is a partnership between school and home.

The aim of this leaflet is to provide you with key information about your child's learning in class this half-term enabling you to support and enhance their learning at home.

## Teaching and Support Staff

### Reception Team:

Mrs Karsa: R Blue Year Group Leader/Class Teacher

Miss Smith R Red Class Teacher

Miss Hummel : R Yellow Class Teacher / Geography Lead

Support Staff: Mrs Jungheer HLTA Mrs Gunay TA Mrs Bhinda TA

## Key Dates

Little Wandle Parent Workshop: 14/11/23 9-10am

or 16/11/23 2pm-3pm

1/12/23: Christmas Bonanza

15/12/23 Christmas services. End of term

In our school:

We LOVE deeply, respecting everyone and treating them with dignity;

We ASPIRE with confidence, working hard and embracing challenge and

We SERVE God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

*"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us"*

### Literacy

To continue to develop a love of stories and listens attentively to story time.  
To enjoy talking to others about favourite stories.  
To be able to talk about the main events in the story and predict what might happen.  
To retell a story using role play or small world resources, using some language from the story.

To match Phase 2 graphemes and phonemes.  
To blend and read Phase 2 cvc words.  
To read Phase 2 captions.  
To read Phase 2 tricky words.

To segment and spell Phase 2 CVC words.  
To match Phase 2 graphemes and phonemes.  
To write CVC words and labels.  
starting to write simple captions.  
To say a simple sentence for writing (oral and count words).  
To write some lower case letters correctly.

### Weblinks

<https://www.phonicsplay.co.uk/resources/phase/2>

<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>

### Understanding the World

To understands the difference between past and present, building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.

To listen carefully to stories about different places, beginning to recognise that different places have different features, e.g. recognising the difference between life in Edmonton and the Antarctic  
To know about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.  
To know that Collective Worship is part of the life of the school community

RE Topic: [Why is Christmas special for Christians?](#)

### Mathematics

To subitise with numbers up to 5

To develop an understanding of numbers to 5, including the composition of each number

To match pictures to numbers

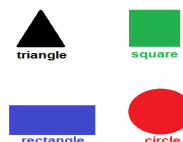
To find one more and one less

To sort objects into groups

To name and sort the main 2D shapes

To use positional language

To sequence simple events



### Our AUTUMN 2 Theme is:

## Belonging



### Expressive Arts and Design

To makes some independent choices about resources and to be able to talk about creations.

To use different textures in creations and to combine media. E.g snow collages

To cut along curved lines with scissors and uses moulding tools with malleable materials such as play-dough

To use a range of shapes and colours to represent observational drawings

To play alongside others to develop storylines in role play or small world—re —tell story of the Billy Goat's Gruff  
To sings familiar songs.

To rehearse for, and perform in, the nativity play.

Moves in response to music— linking to PE time

### Communication and Language

To listen carefully at story time and to retain what has been heard and recall key points.

Responds to a series of instructions and responds to a range of questions.

To contribute with relevant comments in discussions.

To communicate confidently with peers and adults.

To use talk to communicate needs, news, feelings and ideas.

To learn and use new vocabulary.

### Physical Development

To use a range of ways to move appropriately, e.g. jumping, hopping, sliding

To climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.

To use large construction to build objects— eg, igloos, bridges

To attempts to use a tripod grip with some consistency.

To often chooses to draw, representing recognisable objects or shapes in work.

To use scissors to cut along curved lines, holding scissors in the correct position.

To be able to mold and shape clay with fingers and tools.

### Personal, Social and Emotional Development

To be able to focus for extended periods of time on a task

To be able to identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.— to link to the feeling of characters in core books— E.g how did Blue Penguin feel when he had no friends?

To focus attention in a whole class group for a teaching session, e.g. phonics.

To keep trying if something is difficult or challenging. .

To make independent choices and be confident to try new things

To persevere with fastenings on coats and follows instructions to dress and undress for PE

To wash hands without reminders

To be aware of the needs of others

To interact with a variety of children and to build good relationships with adults and other children.

To be able to identify when another child is upset and respond appropriately.