

Important Events

Parent Reading is every Friday morning from 8:55am to 9:15am. Please come along and share a story with your child!

The school holds weekly 'Coffee Mornings' every Friday from 9:15am. These usually run for about 30 minutes and cover a range of subjects throughout the year. Keep an eye out for leaflets and posters around the school for the weeks' focus.

Wednesday 26th September – Bring a Dad / Significant Male to School morning. We invite dads and other significant males into school for the morning to share the children's learning and classroom experience



Homework

Homework will be given out every **Friday**, to be returned the following Tuesday. Please support your child to complete the activities set.

Parent Planners will also be given out on a Friday. Look out for any key messages and to see what we will be learning the following week.

Children will receive two reading books, which will be changed every week. Please remember to leave a comment in the Home School Diary.



PE

Your child must have a full PE kit in school, including suitable shoes such as trainers or plimsolls. Please label all PE kit and school uniform clearly with your child's name.

Encouraging your child to change independently at home will support them when changing at school.

This half term we will be doing Gymnastics, focusing on different ways of moving and balancing.

Our PE days are:

Elm and **Cherry** – Wednesday morning

Apple – Thursday morning



Reception Autumn 1 Curriculum Newsletter

Dear Parents and Carers,

We are thrilled to welcome our new Reception children and families to Orchard Primary School. We hope you are as excited about the coming year as we are.

Our Autumn 1 topic is 'Our World'. This includes learning about our local environment and familiar places, as well as different countries around the world.

Please support us to provide smooth transitions for the children by arriving at school on time at 8:55am. We also ask that you say goodbye to your child at the door to stop classrooms becoming overcrowded and overwhelming for the children.

If you have any questions or concerns, please do not hesitate to ask. Remember that drop off and pick up times are very busy, and you may have to wait a few minutes for your child's teacher to be available.

Kind Regards,

Ms Kirby, Ms Dahir & Ms Hullock

Our World

Personal Social and Emotional Development

I am beginning to solve problems and negotiate without aggression.
I understand class rules and boundaries.
I understand that my actions affect others.
I can show confidence in asking adults for help.
I can adapt my behaviour to different social situations and changes to routine.
I can describe myself in positive terms.

Communication and Language

I can use language to imagine and recreate roles and situations.
I can join in re telling and anticipate key events.
I can follow two part instructions.
I can use a range of tenses.
I can ask and answer why and how questions.
I can use talk to organise and sequence events and ideas.

I can join in with repeated refrains.
I can use some clearly identifiable letters to communicate meaning representing them in sequence.
I can give meaning to marks I make.
I can hear and say initial sounds in words.
I can write names, labels and caption.
I can use some clearly identifiable letters to communicate meaning representing them in sequence.
I know information can be retrieved from books.

Literacy

I can count objects to 10 and begin to count beyond 10 using 1:1 recognition.
I can find 'one more' and 'one less than' given number to 10.
I can order objects by capacity.
I can find the total of items by counting two groups.
I can separate items into groups, knowing that the total does not change.
I can use positional language relating to myself.

Mathematics

I can talk about why things happen and how things work.
I can talk about things that make me unique.
I can show an interest in the lives of people who are familiar to me.
I can operate simple equipment such as turning on a CD player.
I can talk about some of the things I have observed; such as plants.
I can talk about why things happen and how things work.

Understanding of the World

I can talk about why things happen and how things work.
I can talk about things that make me unique.
I can show an interest in the lives of people who are familiar to me.
I can operate simple equipment such as turning on a CD player.
I can talk about some of the things I have observed; such as plants.
I can talk about why things happen and how things work.

Physical Development

I can use objects and tools safely and with increasing control.
I can begin to make anticlockwise movement and retrace vertical lines.
I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.
I can use one handed tools and equipment.
I can hold a pencil between thumb and two fingers, no longer using a whole hand grasp.
I can travel with confidence and skill around, under, over and through balancing and climbing equipment.

Expressive Arts and Design

I can construct with a purpose in mind using a variety of resources.
I can engage in imaginative role play based on my own experiences.
I can make up and follow simple rhythms.
I can describe the textures of things.
I can use a range of resources to create props to support role play.