

Heathfield PRIMARY SCHOOL



Curriculum booklet

Reception

Autumn 1.2

Maths

Keywords

compare
subitise
representation
less
match
sort

colour
shape
pattern
capacity
heavier
lighter

length
estimate
predict

In school we will be learning

This term the children will be diving deeper into their knowledge of numbers to 10. They will represent the numbers in different ways and count irregular arrangements up to 10. The children will also find one more and one less than 6, 7, 8 and 9 using concrete materials and number lines.

The children will copy, continue and create an AB and ABC pattern. They will be able to continue a pattern and spot a pattern in their environment.

The children will learn to compare and order lengths, make estimations and predictions and use vocabulary such as longer, shorter, heavier and lighter. They will also compare and order capacity of different containers.



At home you can

- Compare different attributes in everyday situations. 'I wonder who has more water in the glass?' 'Is mummy or daddy taller?'
- Counting objects whilst shopping in the park and at home. 'How many apples do we have left?' 'How many steps until we reach the bottom?'
- Go on a walk and collect Autumn treasures. Count how many conkers, pinecones and acorns you found. Make a repeated pattern e.g. conker, stick, conker, stick.

Useful websites



[Counting games](#)



[Games - Early years Maths - BBC Bitesize](#)



[Shape Monsters - 2D Shapes Matching Game](#)

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Literacy

Keywords

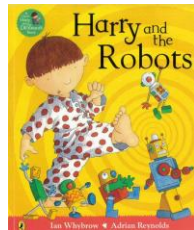
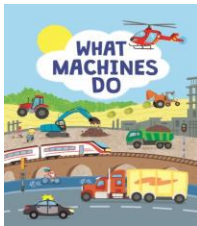
title	robots
blurb	letters
repeat	machines
read	phonemes
rhymes	sounds

In school we will be learning

This term, the children will be exploring the project "Marvelous Machines". They will dive into a range of books to expand their knowledge and understanding. Some of the books the children will be exploring are 'What Machines Do', 'Harry and the Robots' and 'Hug-Machine'. The children will become aware of how the title and blurb give information about a book. They will anticipate key events that might happen in a story and join in with repeated refrains and phrases in rhymes, songs and stories.

We will continue to engage children in story time, recalling and predicting key events, answer questions about the stories read to them and use vocabulary that has been introduced through the books.

In phonics, the children will be focusing on Phase 3 sounds. They will be encouraged to write taught, recognisable letters, some of which are formed correctly. The children will hear and write initial phonemes and begin to write CVC words.



At home you can

- Read the phonics book provided from school. Sound out the words and encourage your child to find and read the harder to read and spell words.
- Create a reading den and share a favourite story.
- Practise writing CVC words. E.g. cat, dog, pop.
- Draw a picture of your favourite characters in a story.

Useful websites



[Rhymeville - Literacy EYFS - Nursery rhyme game for Reception - BBC Bitesize](#)



[10 EYFS Literacy Activities to Make Development Fun | Family](#)

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Communication and Language

Keywords

story time	communication	listening
past	conversation	full-sentences
present	actions	
future	phrases	
role play	why	

In school we will be learning

This half term, the children will focus on developing their language skills by learning to express their thoughts and ideas in full sentences. They will practise using past, present and future tenses while incorporating conjunctions, with guidance and modelling from their teacher. During story time, the children will actively participate by joining in with familiar phrases and actions, recalling key events and responding appropriately to questions. They will also learn to listen carefully and use more complex vocabulary to articulate their thoughts and ideas clearly.

In addition, the children will engage in imaginative play, taking on different roles to enhance their creativity. They will practise using newly learned vocabulary in conversations, develop storylines in pretend play and use discussions to solve problems, organize their thinking and explain how things work or why events happen. Through these activities, they will refine their ability to communicate effectively and think critically about the world around them.



At home you can

- Read stories together and encourage your child to join in with familiar phrases, predict what might happen next, or recall key events after the story. Ask open-ended questions like "Why do you think that happened?" to encourage thinking and conversation.
- When your child speaks, encourage them to use full sentences and different tenses (past, present, future). For example, ask them about their day ("What did you do at school today?" or "What are we going to do tomorrow?") and gently model how to answer in a complete sentence if needed.

Useful websites



[Libraries in Birmingham](#)



[Questions to ask when story-telling](#)

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Understanding of the World

Keywords

describe	similarities	observe
record	differences	materials
identify	draw	instructions
culture	create	discuss
celebrations	explore	experiment

In school we will be learning

This term, the children will describe what they would do if they saw something online that made them sad, scared or worried and discuss what is age appropriate online. They will further discuss how to use age-appropriate software to create images and record sounds and videos.

They will develop their understanding of technology through identifying products that use electricity to make them work.

The children will be encouraged to be able to talk about the main features of a variety of cultural celebrations that fall within this half term, including Christmas and Diwali. They will engage in activities related to the celebrations during the half term and discover why they are celebrated.

The children will also begin to know that some things are man-made and some things are natural. This will be explored further through play.



At home you can

- Explore and supervise children whilst using electrical items at home. Discuss how they work and what they need to work.
- Write a card to a friend, neighbour or family member who will be celebrating Diwali or Christmas.
- Go for a walk to the park. Discuss what you can see and explore what is man made and what is natural around you.

Useful websites



[Science Activities for Kids –
Institute of Imagination at home \(ioi.london\)](https://www.ioi.london/)



[Foundation Stage
Religious Education –
BBC Bitesize](https://www.bbc.com/bitesize/primary/religious-education/foundation-stage)

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Expressive Art and Design

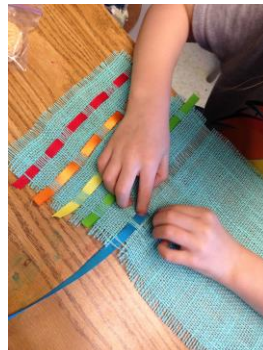
Keywords

manipulate	hole punch	melody
materials	fabrics	patterns
2D creations	weave	tools
3D creations	songs	sculpture
stapler	percussion	instruments

In school we will be learning

This term in art and design, the children will be learning how to manipulate different materials to achieve their desired effects in both 2D and 3D creations. They will also be encouraged to share their work with others and discuss the creative process behind their projects. Additionally, they will learn how to safely use tools such as staplers, hole punches and split pins, as well as explore weaving techniques using fabrics.

In music, the children will begin building a repertoire of songs and dances, practising daily. They will sing familiar rhymes and songs, chant while holding a melody and engage in music lessons that incorporate untuned instruments, body percussion and vocal games to enhance their musical skills.



At home you can

- Set up a crafting station with various materials like paper, clay, fabric and cardboard. Encourage your child to create 2D drawings or paintings and 3D objects like sculptures. Discuss what materials work best for different effects and how they can manipulate them (e.g., bending paper, shaping clay).
- Make singing part of your daily routine by singing familiar nursery rhymes and songs together, especially during playtime or before bed. This helps children build a repertoire and become comfortable with their voice.

Useful websites



[Nursery Rhymes](#)



["You've got a friend in me" body percussion](#)

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PSED

Keywords

risk
routine
structure
independence
feelings

relationships
play
support
kindness
relationships

manners

In school we will be learning

This term, the children will be focusing on considering and managing some risks without direct adult supervision and being able to follow routines and structure with increasing independence. They will develop their understanding of playing co-operatively and taking turns.

The children will continue to come into school happily and understand the feelings and needs of others. They will also be encouraged to tidy away resources, show manners and ask to go to the toilet.

The emphasis of showing kindness towards others, seeking support of others when needed and building relationships with key adults and children in the class will continue throughout.



At home you can

- Encourage the children to tidy up after themselves and help the adults to put things back where they belong.
- Play games which encourage turn taking and sharing.
- Talk about how your child is feeling, how their words and actions make others feel and how they can manage their feelings when in school.

Useful websites



[Games by Learning Area:](#)
[Emotions Behaviour - CBeebies - BBC](#)



[Feelings Games | PBS KIDS](#)

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Physical Development

Keywords

actions	actions	directions
space	exploration	dance
collaboration	recall	balance
independence	feedback	imagination
confidence	movement	

In school we will be learning

This half term in Reception, the children will focus on Dance, exploring expressive movement through the 'Everyday Life' theme. They will experiment with space, travelling movements, shapes and balances, choosing actions in response to stimuli while learning to copy, repeat and remember movements. Counting will be introduced to help them stay on time with music and they will perform for others and give simple feedback. The unit will also develop key skills in physical movement, social interaction, independence, confidence, creativity and the ability to recall and provide feedback.

PE will continue to be every Friday. Please ensure you have the correct P.E. kit (see below).



At home you can

- **Dance to Everyday Sounds:** Use everyday noises, like the sound of a vacuum, footsteps, or a ticking clock, to inspire your child to create movements. Encourage them to think about how they can move to represent those sounds.
- **Family Performances:** Encourage your child to perform a short dance for family members. Afterwards, give positive feedback and ask them what they thought of their performance, helping them reflect and give simple feedback of their own.

Useful websites



[Body percussion dance](#)



["Waka Waka" family dance](#)

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