

# 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](#)

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[BBC Bitesize](#)



[Games- patterns](#)

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# Literacy

## Keywords

Title  
area  
blurb  
community  
repeat

local landmarks  
read  
rhymes

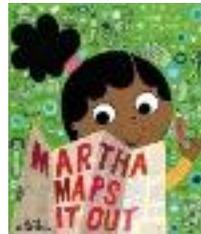
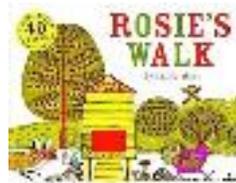
sounds

## In school we will be learning

This term, the children will be exploring the project "Our Community". They will dive into a range of books to expand their knowledge and understanding. Some of the books the children will be exploring are 'In every house on every street', 'Rosie's walk' and 'Martha maps it out'. The children will become aware of how the title and blurb give information about a book. They will predict key events that might happen in a story and join in with repeated 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 and simple sentences..



## 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. E.g. the, pull, he, we, be.
- Create a reading den and share a favourite story.
- Practise writing CVC words with correct letter formation. E.g. cat, dog, pop.

## Useful websites



[Phonics game](#)



[Handwriting repeater](#)



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

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# Communication and Language

## Keywords

story time  
past  
present  
future  
role play

communication  
conversation  
actions  
phrases  
why

listening  
full-sentences

## 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  
story-telling](#)



[Questions to ask when](#)

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# Understanding of the World

## Keywords

describe	similarities	observe
record	differences	materials
identify	draw	Experiment
culture	create	Waterproof
celebrations	explore	strong

## In school we will be learning

The children will be encouraged 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 learn about their local area and explore places around the school community. They will be able to discuss local landmarks such as a Temple and observe simple features.

The children will also begin to learn about different everyday materials and the properties of them. This will include waterproof materials and investigating which materials are strong and which are weak. Children will also learn about different seasons and explore the features of Autumn. We will discuss what happens to the leaves and trees around this time.



## At home you can

- Write a card to a friend, neighbour or family member who will be celebrating Christmas.
- Go for a walk to the park. Discuss what you can see and explore what the trees look like and what you might find. This can include different leaves, conkers and pinecones.

## Useful websites



[Science Activities for Kids - Institute of Imagination at home \(ioilondon\)](#)



[Foundation Stage Religious Education - BBC Bitesize](#)

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# Expressive Art and Design

## Keywords

sketches  
pencils  
crayons  
artist  
patterns  
shapes

Colour mixing  
landmark  
percussion  
melody  
patterns  
Instruments

## In school we will be learning

This term in art and design, the children will be learning how to draw simple sketches of landmarks. They will develop their fine motor skills to draw simple sketches, helping them develop their fine motor skills and enhance control and coordination.

Children will also explore colour mixing to create new shades. They will use colours to experiment with patterns and shapes inspired by the artist Friedensreich Hundertwasser.

In music, the children will begin building a repertoire of songs and dances, practising daily. They will learn how to find the pulse in different ways and explore pitch (high and low) with their voices. 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 landmarks and mark making tools such as pencils, crayons and pens. Encourage your carefully draw sketches and discuss what features you can see.
- 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](#)  
[body percussion](#)



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

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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 and the theme will be "dinosaurs". 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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