

Dear Parents and Carers

Below are some of the things we will be covering in Reception Class before the Christmas break. We hope you find this useful in understanding some of the things your child is learning at school and how you might be able to support them at home.

The Foundation Stage Curriculum is split into 7 areas. Three of them are now known as the 'prime areas'

**\* Personal, Social and Emotional Development**      **\* Communication and Language**      **\* Physical Development**

These work together and are fundamental in supporting the other areas.

The other four are referred to as the 'specific areas'

**\* Literacy**      **\* Mathematics**      **\* Understanding the World**      **\* Expressive Arts and Design**

These areas include essential skills and knowledge for your child to participate successfully in society.

If you have any questions please do not hesitate to speak to your child's class teacher

## Prime Areas

### Personal, Social and Emotional Development

- weekly carousel of games/activities that encourage children to work with and get to know other friends in the class
- how do we feel when we fall out with friends? Why do we fall out? How can we resolve our differences (puppets, role play, adults modelling)
- we are special - what are we good at? What makes me, me? (mirror in a box)
- Celebrate successes and recognise how this makes us feel
- How do our actions affect other people (bad and good)?
- Negotiating - what does it mean? Why is it important? Fairness

### Communication and Language

- making up our own silly rhymes/rhyming strings
- Alliterative sentences / sound copycat games
- CD player - Listening Lotto games & stories
- R Time - listening to peers
- learning Polish - hello, goodbye, please, thank you, 1-10
- telling known stories and creating own
- talking through thinking & stages in play (connect ideas)
- give 2 step instructions i.e. stack chairs then get coat
- use stories to focus on predictions & explanations
- help children to; identify patterns i.e. what generally happens to baddies in stories? ; draw conclusions (the sky's gone dark it must be about to rain); explain (it sand cause it was too heavy); predict; speculate (what if....)

### Physical Development

- continue developing correct pencil grip & letter formation (introduce Penpals - handwriting scheme)
- using & transporting scissors safely
- Motor Control Carousel
- Forest Schools (every Friday morning)
- Moving & Grooving - gross motor control & coordination
- throwing & catching, bouncing, kicking a ball
- continue practicing doing up coats
- what makes us healthy humans?
- what happens to our bodies when we exercise?
- healthy & unhealthy foods/lifestyles

## Specific Areas

### Literacy

- dinner menu; writing books; Penpal books
- book bags - ch to select books from class
- reading a range of stories and rhymes
- Read, Write Inc - phonics scheme
- Penpals - handwriting scheme
- writing table & resources (inside & out)
- 'My Own Writing' books - free writing
- Rhyming stories; rhymes & games
- introduce helicopter stories (adults scribe)
- cvc word games to support reading & writing
- writing labels for models
- alphabet song - capitals & lowercase letters

## Mathematics

- securing counting up to 20 & back (from any no)
- recognising **all** numbers to 20
- counting accurately through games & activities
- ordering numbers to 20 (including random nos)
- Numicon - number bonds to 5/10
- recognising 1 more/1 less
- adding 2 sets of objects
- taking away -removing objects
- make comparisons & use vocabulary associated with weight
- recording numbers to 20

## Understanding of the World

- What is around us? Visits i.e. Bodmin Library; Bodmin Firestation; Camel Trail walk;
- take time to look at patterns (rubblings; magnifying glasses; binoculars) & observe changes outside
- look at changes - ice; baking
- taking care of our flower beds; litter picking around school
- CD player; class tablets
- Xmas & how it is celebrated around the world

## Expressive Arts and Design

- learning new songs & singing familiar ones
- free painting;
- making models and exploring attaching and joining techniques
- using imagination in the role-play area & other areas of play and dance
- exploring the sounds and patterns we can make using the musical instruments
- marble painting
- construction toys & deconstructed role play - labels for models & keeping them

## Questions you could ask your child

1. What was the book about that your teacher read today?
2. Did anyone make you laugh today?
3. Did you help anyone today?
4. Did you say “thank you” to anyone today?
5. Who did you sit with at lunch?
6. Did you like your lunch?
7. Did you do anything that was brave today?
8. What are you looking forward to tomorrow?
9. Did you learn any new words today?

## Things you could do at home to support your child

Read/share a book at least 3 times a week with your child (don't forget to record it in your child's reading record)	Practise putting your coat on and doing it up	Use a knife and fork to cut up your food	Get to know your sounds really well by using the cards provided in your Homework packs
Use the cards in your Homework pack to make cvc words (words with 3 sounds)	Complete the handwriting sheets in your Homework Pack	Invite a friend around for a play date or meet them at the park	Talk about what makes your child special - what are they good at - what makes them, them?
Sing some nursery rhymes and make up your own	Give your child a 2 step instruction i.e. put your PJs on then choose a book - try moving to 3 steps	Practise using scissors to snip and cut paper	Play with a ball - throwing, catching, kicking, rolling, bouncing, aiming etc
Talk about what makes us healthy humans and notice what happens to our bodies when we exercise	Sing the alphabet song and get to know the letter names as well as its sound	Visit a place in Bodmin that you haven't been to before	Join Bodmin Library