Class Teacher's Guidance to Parents

Term 1

Autumn 1 2026

Reception

Personal, Social and Emotional Development

Curriculum Focus

See themselves as a valuable individual.

Manage their own needs, Personal hygiene

Activities to support this

• **Setting boundaries**- knowing where to go around our classroom, playground and around the school building. How to walk safely and quietly from one place to another.

• **Rules and routines** – Knowing our class rules, routine of the day and specific weekly events. Practising and developing independence when collecting lunch, personal hygiene, and developing responsibility for their own belongings.

• **Learning names and finding out about each other**- linked to RE. Talking about myself, my family and my likes and dislikes.

Playing, working and sharing resources with new friends.

Taking turns during an adult led game.

Ways to help at home:

Talk about one thing that you enjoyed at school today.

Begin to learn, name and recognise new friends and staff in the class.

Communication and Language

(Speaking and Listening skills)

Curriculum Focus

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Listen carefully to rhymes and songs, paying attention to how they sound.

Engage in story times.

Activities to support this

Games and activities to support turn taking and social skills.

Encouraging question and answer sessions following stories and group activities.

Circle Time Activities

Ways to help at home:

Speaking in the correct tense and using real words to describe nouns, such as dog instead of doggy.

Spend quality 'talk' time with you child. Limit the amount of time you child sees you

Religious Education

Prayers and praying- starting to learn and know the meaning of our school prayers throughout the day. Knowing how to bless ourselves.

Activities to support this

Talking about different families and friends.

Celebrating similarities and differences.

• **Myself**

What does the word 'family' mean to you?

What people do you associate with 'family'?

What joys and sorrows do you remember of family life?

Ways to help at home:

Learn end of the day prayer:

Please try to say this at the end of each day at home.

God Our Father I've come to say, thank you for Your love today, thank you for my family and all the friends You give to me. Guard me in the dark of night and in the morning send Your light. Amen.

English

Curriculum Focus

Read individual letters by saying the sounds for them.

Read a few common exception words matched to the school's phonic programme.

Activities to support this

Phonics:

Phase Two Phonics

Little Wandle Letters and Sounds revised phase two single sounds. (Phonemes) we begin with s, a, t, p, i, n. We will then move on to m, d, g, o, ck, e, u, r, h, b, l, f,

Writing: Learning to write each letter (grapheme) using the pneumonic. Learn how to write the letters of their name with a capital letter at the start for naming items and models made. Lots of encouragement for children to create their own 'emergent' writing.

Reading: We will be establishing a reading routine at school, where we read several books each day.

From Week 4

We will be following the Little Wandle reading programme, children will have three group reading sessions each week using the same LW text, they will then bring the text home to read.

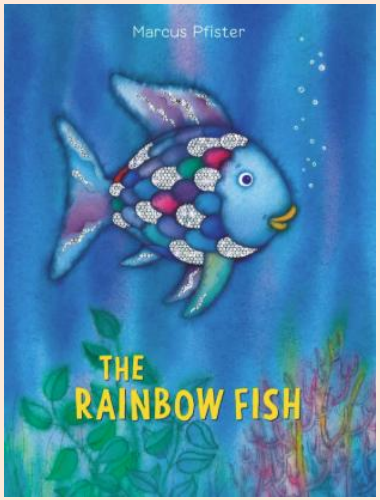
Talk for Writing: Fiction: Key Text:
Cumulative /Journey Story.
'The Rainbow Fish'.
Tell the story orally and sequence events.

Non-Fiction Instructions: How to Tidy the Sand using vocabulary First, next and finally within routines.

Non-Fiction

Our topic is

Me & My Friends



Mathematics

Curriculum Focus

Count objects, actions and sounds.

Subitise. (To know how many objects are there without counting, up to 4.)

Select, rotate and manipulate shapes to develop spatial reasoning skills.

Continue, copy and create repeating patterns.

Activities to support this

Subitising activities on the IWB and using cards and pictures.
Matching sorting and comparing amounts
Compare size, mass and capacity
Exploring patterns
Representing 1,2,3, 4 and 5
Comparing 1,2,3, 4 and 5
Circles, triangles
Positional language
Representing numbers to 5
One more one less
Playing lots of number and counting games.

Ways to help at home:
Counting stairs as you walk up and down.
Spotting numbers 1-5 and 2D shapes in environment.
Spotting door numbers.
Playing age appropriate board games which involve counting and recognising numbers and shapes.
Singing number and counting songs

Instructions: *How to make a birthday card.* Sharing a variety of books about friends and family. Writing about things they like and enjoy doing. Ways to help at home: Begin to spot and talk about known signs and words in the environment such as shop signs. Read to your child every single day. Share their choice of school book, and ask your child questions about the book, what did they enjoy/not enjoy and why?		Using your child's favourite toys and activities to support counting and matching amounts, i.e. "let's make a garage out of Lego for each of these cars. Let's get a cup and a plate for each teddy.

Physical Development	**Understanding the World**	**Expressive Arts and Design**
Curriculum Focus *Revise and refine the fundamental movement skills they have already acquired:* *• rolling • crawling • walking • jumping • running • hopping • skipping • climbing* *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.* *Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes* Activities to support this Practice letter and numeral formation. Activities that support fine motor skills and help to develop strength in the finger, hand and arm muscles to support writing. These will include threading beads	Curriculum Focus *Talk about members of their immediate family and community.* *Name and describe people who are familiar to them.* *Explore the natural world around them.* *Describe what they see, hear and feel whilst outside.* *Understand the effect of changing seasons on the natural world around them.* Activities to support this Talking about different families friends and ourselves. Creating a self-portrait and talking about position of facial features. Looking at different trees in our immediate environment, Recognising different common farm animals, re-creating our own farms using small world resources and books to support. Sorting items of clothing and objects linked to specific weather types. Using magnifying glasses to make close observations of natural and man-made objects. Exploring magnets	Curriculum Focus *Return to and build on their previous learning, refining ideas and developing their ability to represent them* *Sing in a group or on their own, increasingly matching the pitch and following the melody.* *Listen attentively, move to and talk about music, expressing their feelings and responses.* Activities to support this How to use the continuous provision correctly- where and how resources are used and stored. • painting self-portraits - Large painting abstract art - Creating music and art work based on emotions • drawing: quality of lines (straight, curvy Using a variety of small world resources and books to create our own stories an ideas.

Using tweezers and pipets Developing cutting skills **Get set 4 PE** **Introduction to PE unit 2** Safely using space, stopping safely, Using and sharing equipment They will take Develop skills such as running, jumping and skipping. Play simple games and begin to understand and use rules. Developing personal independence as the practice putting on Wellies/shoes/coat on and off independently. Ways to help at home: Dressing and undressing independently, zips, buttons, shoes- Velcro or laces! Wiping and drying yourself independently after using the bathroom. Practice using children's scissors at home, you could start with cutting playdough, and then move on to cutting out simple shapes. Encourage your child to cut up their own food using their knife and fork. .	Ways to help at home: Watch the weather forecast or share with your child what the weather will be today by using a weather app on your phone. What clothes do we need to wear tomorrow? As we move into Autumn, notice seasonal changes, discuss family events and celebrations that happen during Autumn.	Role play and imaginative play; using and engaging with our indoor and outdoor role play areas. Dressing up and creating different characters. Ways to help at home: Talk about colours, shades, textures and patterns you can see around your home. Talk about the different seasonal colours you see. Using the toys your child has at home, make up stories together. Encourage your child to draw and mark make. Practice drawing faces with the features depicted in the correct positions.