Autumn One Information Sheet

Dear Parents and Carers **September 2026**

Welcome to Reception Class at Osidge School. We are extremely pleased with the way in which the children are settling into their school life. They are already growing in confidence and are enjoying taking part in the exciting learning opportunities available.

This is the first of six half termly Curriculum Overviews which detail the learning objectives your child will be covering. At the bottom of this sheet you will find ideas for activities your child can do at home to help support development of the key skills they will need as they transition from Nursery to Reception Class.

This half term our topics are 'Do you Want to be Friends?' and 'Why do you love me so much?' The topic 'Do You Want to be Friends?' involves learning all about Osidge and ensuring that all children become very familiar and happy within their new environment. During the topic 'Why do you love me so much?' the children will learn about their own and each other's emotions and importantly, how their actions and words can make other people feel. Children will explore their individual strengths including what makes them special and unique. We will think about the role of family and about caring for themselves and others. We will explore our emotions through creative activities including art, music, dance and carefully chosen stories.

Below is a short list of important things to remember. If there is anything you are unsure about please ask the Reception Team; **Katie Peradigou** the **Ladybird's** Class Teacher and EYFS Leader, **Emma Ellingham** (Mon-Wed) **and Jo Day** (Thur-Fri) the **Ladybird's** Teaching Assistants or **Maria Katsapi** the **Dragonflies** Class Teacher and **Miss Weeda**, the **Dragonflies** Teaching Assistant.

- Your child will need to bring a **named bottle of water**, **Osidge book bag, welly boots each day and a piece of fruit** (although fruit is provided to all Reception children daily).
- If you have not already done so, you will need to buy a **reading bag** and **PE bag** from Smith's School shop.
- The **PE kit** needs to include a pair of shorts, a light blue t-shirt and plimsolls, **all clearly named**.
- **School uniform** can be ordered from the school shop online and must **all be clearly named**, this includes coats. The teaching staff will help seek and return mislaid items, but are not responsible for lost items of clothing.
- Please check the **Reception notice board**, important information is displayed here including the EYFS Newsletter, curriculum information and additional weekly information. This is also available to view on the Osidge School website.
- Please write down **alternative arrangements for picking your child** up in the **Going Home Book.**
- The Reception children will have the opportunity to engage in lots of baking and creative activities throughout the year**. A voluntary contribution of £5 per term will help resource these activities.** Please see the attached letter which explains how you are able to donate to help support our '**Baking and making'** learning opportunities.

- Please bring in clean **cardboard boxes, kitchen rolls and plastic bottles** for the children to make models with. Additionally if you have any **old phones, keys, pots and pans, towels, dolls and dressing up clothes** that you would like to donate to Reception please speak to Katie Peradigou. We are always on the lookout for objects and materials. All items donated will be carefully cleaned/quarantined before being made available to the children.
- Reception has an **open door policy** and you are **welcome to drop in** and speak to the team about your child's learning when you pick them up. Once the children are settled you will be offered a time where you will be invited to speak with your class teachers about your child's stage of development and next step in learning. This is in addition to termly Consultations Evenings.

The EYFS Curriculum Meetings for parents will take place on **Monday 5th October at 6:30pm**. This meeting will provide important information about how the curriculum is delivered in the early years and essential information about learning at Osidge School.

A Reception Tea Party will be held on **Monday 12th October at 2:15pm.** We would like to invite our parents in to taste some of the children's rice krispie cakes and to meet our other Reception families. Please feel free to donate your own cakes to our tea party (remembering we are a nut free school).

Thank you very much for your support and cooperation throughout the settling in period. We look forward to working with you and your children this year.

Katie Peradigou, EYFS Leader

Curriculum Overview Autumn 1
2026-2027



Learning Objectives	Activities to try at home…
Communication and Language • Enjoys listening to stories and can remember much of what happens. • Use a wider range of vocabulary and beginning to use new words we have learnt. • Understand 'why' questions and i.e. story time. • Talks about stories to build familiarity and understanding. • Understands how to listen carefully and why listening is important. • Sings new songs we are learning, • Starts conversations with an adult or a friend and continue it for many turns. • Uses talk to organise themselves and their play. • Understands how to listen carefully and why listening is important.	• Enjoy reading books together at home, during the day as well as at bed time. Encourage your child to join in with repeated words and phrases. • Play 'Simon Says' (e.g. 'Simon says jump up and down- can your child follow the instruction?)
Personal, Social and Emotional Development • Selects and uses activities and resources, with help when needed – to help them achieve a goal they have chosen or suggested to them. • Become more outgoing with unfamiliar people in our setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Begin to understand how others might be feeling. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Learn about Osidge Superhero Values linking to British Values - Captain Care.	• Playing games involving sharing and turn taking. • Talk about friends they have made at school, organise a play date or visit to the park with new friends. • Talk about the Osidge school rules and why it is important to do the right thing. • Make different face expressions. Can the children guess the feeling from your expression? (i.e. sad face, happy face, shocked face …)

Physical Development	
• Use large movements to paint and mark make. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Collaborate with others to manage large items, such as moving a long/crate safely. • Use one-handed tools and equipment i.e. making snips in paper with scissors. • Eating independently and learning how to use a knife and fork. • Increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing hands. • Develop the skills needed to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene.	• Draw with chunky chalks on the floor outside and with large brushes and markers on paper. • Give extra time to practice fastening clothes and shoes e.g. doing up buttons, zips and buckles. • Encourage children to remember to wash and dry hands independently before eating and after toileting and tell them why. • Encourage children to brush their teeth at least twice a day – after breakfast and before bedtime. Ensure children brush all their teeth, not just the front ones, for at least 2 minutes. Encourage 'up/down', 'round and round', from 'left to right' movements.
Literacy	
• Understands the five key concepts about print – print has meaning; the names of the different parts of a book; print can have different purposes; page sequencing; Read English text from left to right, top to bottom. (ERIC • Develop phonological awareness so they can: spot and suggest rhymes; Count or clap syllables in a word; recognise words with the same initial sound. • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in early writing (i.e. writing a pretend shopping list) • Write some or all of their name	• Choose one of your child's favourite stories. Run your finger under the words in the book as you read to them. Each time you turn the page, tell them the new page number you are turning to (i.e. we read page 2 and now we're going onto page 3) and show them the numbers on the page. • On your journey to school, read out aloud any signs you see or pass by. • Talk about favourite books, visit the library and choose a book to share. • Write together e.g. shopping lists, party invitations, thank you letters or maps. • Build up shoulder/hand/finger muscles, ready for writing – visit the park and encourage children to climb/balance. Practice throwing a ball/bean bag in the air and catching.
Mathematics	
• Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5 • Know that the last number reached tells you how many there are in total. • Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Make comparisons between objects relating to size, length, weight and capacity. • Talks about and identifies the patterns around them. i.e. stripes on clothes, using informal language i.e. pointy, spotty.	• Recognising numbers all around them e.g. house numbers, buses, price tags, food packets and in newspapers. • Match the numeral to the correct amount of objects (e.g. counting how many trains on a track; if your child counts 4 trains can they find the numeral 4 and show 4 fingers.) • Go on a shape hunt to find as many circles, triangles, squares or rectangles they can. • On your journey to school, compare heights of trees/buildings (tall/short). • Talk about the amount of liquid in your cup. i.e. 'My cup is full/empty.

Understanding the World	
• **What is real?** • To learn and use new vocabulary such as real, exist, ontology, God, Ganesha, Hindu, Christian and higher being. • Express ideas about things that are real and important that cannot be seen. (e.g. the air in a balloon, air, the wind) • Talk about how some people believe in a higher being or God that cannot be seen. • Reflect on things that are important to them but cannot be seen. (e.g. love, friendship, feelings) • Begin to make sense of their own life-story and family's history. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue to develop positive attitudes about the differences between people. • Using their senses in hand-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see using a wide vocabulary. • Plant seeds and care for growing plants.	• Talk to, or talk about, their grandparents and life as they were growing up. • Ask the children about their new friends, while also encouraging them to talk about nursery/pre-school friends. • Talk about places you have been and people you saw (e.g. We went to the market and met the fruit seller.) • Look at leaves, conkers, trees and talk about changes in the seasons.
Expressive Arts & Design	
• Explore colour and colour mixing. • Listen with increased attention to sounds. • Take part in simple pretend play using an object to represent something else. • Begin to develop complex stories using small world equipment • **Musician(s)/ composers:** *David Lewis* **Music style(s):** *Imagination Songs, Nursery Songs & Movement Songs*	• Listen to nursery rhymes and join in with the words. • Sing favourite songs whilst walking to school. • Use one of your cuddly toys or toy dinosaurs and tell a story. • Make models from junk modelling materials and talk about the materials used (e.g. The box is rough, smooth or hard!) • Mix red, blue and yellow paint, ice biscuits with different coloured icing, make coloured play dough.

Try choosing one activity a day to practise with your child. Have fun! ☺

