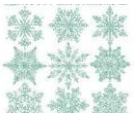
RECEPTION CURRICULUM OVERVIEW

October 2026

Dear Parents/Carers,

Wow...the children have already completed their first half term at school! The time has flown by and the children have been making good progress in all areas of their learning. They have settled very well and are already enjoying being part of Osidge School and joining in with the daily routines of Reception learning.





Topics

Next half term our topics will be '**Did Dragons Exist?'** and **'Where Does Snow Go?'** Reception will be busy making a 'Dragon's den' role play area which they will write signs, labels and messages for. The children will begin planning their own banquet for the King or Queen, Prince or Princess party guests; with a surprise visit from a real life Knight! In the coming weeks we will begin to explore storytelling through the theme of dragons; Kings and Queens, castles, knights. The children will write lists and invitations to help plan our own end of term party. We are also looking forward to celebrating Hanukkah and Christmas, which leads nicely on to our topic 'Where Does Snow Go?' as we prepare for our amazing Reception winter concert. The children will also enjoy an exciting trip to the Chickenshed theatre to watch a performance of Christmas Tales.

Phonics

We have begun the teaching of 'Read Write Inc' and each day we will teach a new letter sound from the alphabet. We will teach the sound (phoneme) or the letter (grapheme) and practice recognising it when looking at books in order to read and write simple words. We will continue with single letter sounds after half-term, whilst revisiting sounds already taught.

Reading

Your child will bring home a guided reading worksheet or book once they have begun blending sounds to read words. These will have been shared in class and the children will celebrate their reading at home with you. They will also bring home a library book which they have chosen themselves. Please spend time with your child enjoying these. It is **very important that your child's book bag contains their guided reading books and reading diary daily so that they can be changed when the class teacher has read with them** and so the class teacher can read your comment to find out how your child got on.

We also recommend that you register with Oxford Owl where you can access ebooks and browse by age and/or level, selecting a book per week https://home.oxfordowl.co.uk/reading/free-ebooks/.

Christmas Concert

This half term the children will be participating in their first concert at Osidge. This will take place on **Wednesday 2nd Decembe**r in the upper hall where Ladybirds and Dragonflies will perform together. The children will be bringing home song words and requests for help with costumes. Your support would be greatly appreciated. We look forward to the show.

Helping in School

If you would like to be a **Secret Reader** and read to your child's class at the end of the day please speak to your class teacher. We are a multicultural school and would love it if you could read a traditional story in your home language.

Voluntary Contribution

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. Thank you very much to those of you who have already donated to help support our 'Baking and making' learning opportunities.

PE kits need to be left in school and must include plimsolls. Every item needs to be clearly labelled with your child's name.

Donations

Please can you save your cardboard boxes, rolls, plastic bottles and bring them to school for children to make models with. Additionally if you have any old keys, pots and pans, dressing up clothes, cushions and dressing up clothes for outside then please speak to you class teacher, we are always on the lookout for objects and materials.

Thank you for your continued support.

Katie Peradigou
EYFS Leader



**Curriculum Overview Autumn 2**
**2026-2027**



| LEARNING INTENTIONS | WAYS TO HELP AT HOME |
|---|---|
| **Communication and Language**<br>• Enjoys listening to longer stories and can remember much of what happens.<br>• Uses a wider range of vocabulary and beginning to use new words we have learnt.<br>• Sings new songs we are learning,<br>• Understands how to listen carefully and why listening is important.<br>• Connect one idea or action to another using a range of connectives.<br>• Listen to and talk about stories to build familiarity and understanding. | • Enjoy the books that your child brings home, talk about the pictures, where is the book set, what happens in the beginning, middle and end, who are their favourite characters and why?<br>• Encourage children to predict what might happen next in a story.<br>• Model and encourage language for thinking on your journey to and home from school – use phrases such as … *I wonder … What if … I have an idea.*<br>• Play games which involve listening for a signal such as *'Simon Says'* |
| **Personal, Social and Emotional Development**<br>• Increasingly follow rules, understanding why they are important.<br>• Develop sense of responsibility and membership of a community<br>• Manage their own needs.<br>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<br>• Talks with others to solve conflicts.<br>• Learn about Osidge Superhero Values linking to British Values - Captain Care, Major Respect, Admiral Appreciation. | • Play games that require children to take turns<br>• Encourage your child to talk to family and friends- do they ask questions and speak about what they like/ dislike?<br>• Model how you manage your own feelings, e.g. *I'm feeling a bit angry and I need to calm down so I am going to …* |
| **Physical Development**<br>• Taking part in group activities which they make up for themselves or in teams.<br>• Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.<br>• Uses a comfortable grip with good control when holding pens and pencils.<br>• Eating independently and learning how to use a knife and fork.<br>• Increasingly independent as they get dressed and undressed. | • Give your child time and encourage them to dress and undress independently, including shoes and coat buttons;<br>• Encourage children to do up their zips on their coats (help from behind and over their shoulder so they can view the process as you help them).<br>• Dancing using all of their body at parties!<br>• Go to the park and use the equipment to build up muscles in arms needed for writing<br>• Practise writing name using lower case letters i.e. Katie (Not KATIE) |

| **Literacy** | |
|---|---|
| • Develop phonological awareness so they can: spot and suggest rhymes; Count or clap syllables in a word; recognise words with the same initial sound.<br>• Write some or all of their name<br>• Write some letters accurately.<br>• Read individual letters by saying the sounds for them.<br>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br>• Read a few common exception words. | • Play rhyming games, sing nursery rhymes (watch them on Youtube if you need help and/or see weekly homework and EY's Newsletter activity suggestions)<br>• Talk about sounds that words begin with, look at the alphabet card together. Can they record these initial sounds?<br>• Write a shopping list, a reminder, a greetings card – thinking about initial sounds in words i.e. 'apple' - 'a'. Find this on the phoneme card and record. Can you hear any other sounds in the word 'apple'? |

| **Mathematics** | |
|---|---|
| • Fast recognition of up to 5 objects without counting (subitising).<br>• Say one number for each item in order: 1,2,3,4,5<br>• Know that the last number reached tells you how many there are in total (cardinal principle)<br>• Show finger numbers up to 5.<br>• Link numerals and amounts.<br>• Experiment with own symbols and marks as well as numerals.<br>• Solve real world mathematical problems with numbers up to 5.<br>• Combine shapes to make new ones.<br>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.<br>• Describe a familiar routine<br>• Comparing length, weight, capacity. | • Take turns rolling a dice – who can spot the 'dots' and say the quantity first? (encourage your child to look at the dots and say the number before counting to check).<br>• Allow your child to help you do some cooking, talk about the quantities used, e.g. spoonfuls;<br>• Go on a shape hunt- what shapes are the road signs, holes in a gate, fence panels etc<br>• Can your child recognise numbers around the house e.g. on clocks, on birthday cards, on packaging, on buses and houses etc.<br>• Talk about different times of the day/week when you are doing things together with your child. Eg. Day, night, morning, afternoon, before, after, today, tomorrow. |
| **Understanding the World** | |

| | |
|---|---|
| • PC&C - Origins - Cosmology<br>Where Do We come from?<br>**How did we get here? (Where is 'here'?)**<br>  ○ Can learn and use new vocabulary such as world, Earth, beginning, creation, origins and cosmology.<br>  ○ Can demonstrate what they know about our world. (e.g. through talk, stories, art and play)<br>  ○ Can talk about the different beliefs people have about how the world began.<br>  ○ Can reflect on their own ideas about where the world comes from.<br>• Continue to develop positive attitudes about the differences between people.<br>• Talk about members of their immediate family and community.<br>• Recognise that people have different beliefs and celebrate special times in different ways.<br>• Understand the effect of changing seasons on the natural world around them.<br>• Using their senses in hand-on exploration of natural materials.<br>• Explore collections of materials with similar and/or different properties.<br>• Talk about what they see using a wide vocabulary. | • Talk about festivals that are being celebrated during this half term - Diwali, Hanukkah and Christmas. Borrow books from the library and talk about the different stories.<br>• Discuss the weather on your way to school. How does it feel today? What clothes do we need to wear? What do you see around you? (trees, leaves, nature). |
| **Expressive Arts & Design**<br>• Make imaginative and complex 'small world' with blocks and construction<br>• Explore different materials in order to develop their ideas about how to use them and what to make.<br>• Develop own ideas about which materials to use to express their own ideas.<br>• Join different materials and explore different textures.<br>• Develop storylines in their pretend play.<br>• Explore and engage in music making and dance, performing solo or in groups.<br>• **Musician(s)/ composers:** *Eric Boswell (Little Donkey), William J. Kirkpatrick (Away in a Manger) & Troy McDonald (Little Snowflake)* **Music style(s):** *Children's Christmas Songs* | • Encourage your child to make cards for their friends and family, maybe they could paint a picture which could be framed and given as a gift!<br>• Encourage lots of singing at this festive time of the year. |