



# Learning in Reception ELP during Autumn 2

Welcome parents and carers

# Festivals and Celebrations



**We use these topics as a stimulus for cross-curricular teaching.**

# Our topic this term is: Festivals and Celebrations



This is the over-arching theme for this term.

We use this theme to support teaching in other areas of the curriculum e.g. Literacy, Understanding the World, Expressive Arts etc.

We pay close attention to the children's interests and their developmental needs and next steps

# What will be taught within each area

Literacy

Maths

Personal, Social, Emotional  
Development  
PSED

Physical Development

Expressive Arts and Design

Understanding the World

Communication and Language

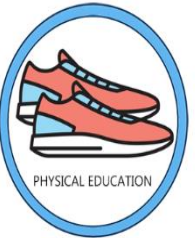
# KS1 Curriculum



★ Phonics, Reading, Maths and English are taught through direct lessons at the children's level.



★ Children attend their class PE lessons.



★ All other subjects are taught through exploration and play.

# Personal, Social, Emotional Development PSED

Children will be received by staff calmly and quietly using consistent, reduced language and visual prompts as they support each child in coming into class.

Your children will become familiar with the predictable routine and song cues. These will be used throughout the morning to support children's understanding of their new environment.

Children will be encouraged to come to 'good morning time' where a song will be used to introduce all the children and adults daily.

Bucket Time has been introduced where we use highly visual, exciting toys to encourage shared attention.

# Personal, Social, Emotional Development PSED

Turn taking drama games that involve moving around the classroom. Adult to model having a turn first and support children in moving from chair to having a turn and back again.

After circle time attention building activity, adult will introduce the group work activity by using the white board and then demonstrating the activity, including taking the lid off the box. The adult will then give a box to a second adult and say, "take it to the table". Second adult will do so and model removing lid and completing activity. Each child will then be given a box and told, "take it to the table". All adults will decrease the support as appropriate.

# Personal, Social, Emotional Development PSED

Adults will use the Turn Taking Song at circle time and in free play indoors and outside to indicate the beginning and end of each turn. Children will take part in fast moving adult led activities such a 'Marble Run' and click clack.



# Communication and Language

Adults will engage individual children in simple games such as blowing bubbles or making a car race across the floor. Adults will pause before blowing bubbles or releasing the car in order to encourage eye contact.

We have introduced PECS (Picture Exchange Communication System

Some equipment will be placed out of reach but in view to encourage communication.

Adult will name item or action as she gives it to the child.

Adult will offer two items (toys or snack) to a child. The child will be given time to make choice by naming, reaching or pointing.

# Communication and Language

We will introduce Skill School, This involves 1 single task e.g. posting coins into jar/posting shapes into sorter/completing inset puzzle.

Adult to model first and then use hand over hand to prompt child to complete task.

Continue with Phase One of PECS.

Communication boards in classroom and outside areas for children to request equipment and play actions.

# Physical Development

Each child will be encouraged to explore the climbing apparatus and outdoor equipment in all outside areas.

Adults offer support where it is needed and will model how to use various equipment safely.

Children will be offered different mark making activities including, white boards and pens, salt tray, paint and brush, shaving foam etc.

Adults will model mark making where appropriate.



# Physical Development

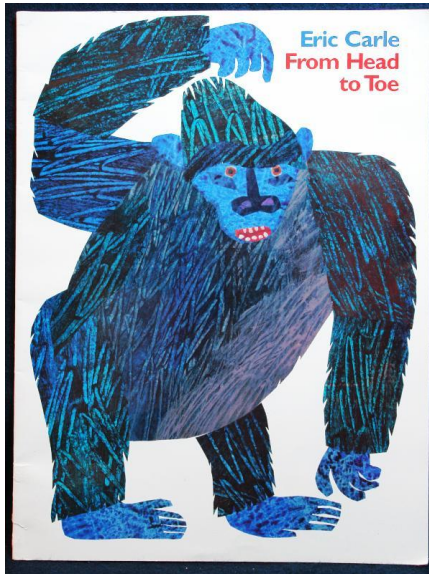
Children will be encouraged to have a go at putting arms in sleeves and pulling up zips.

Children will be provided with opportunities to remove lids from boxes, turn, press and slide switches. Use loop in coat to hang on peg.

Children will participate in different drama games such as throwing bean bags, kicking a ball or catching a ball.

## Books:

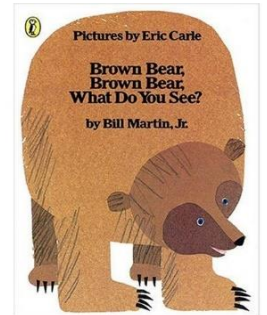
“From Head to Toe” by Eric Carle



# Literacy

Focus: To describe main story settings, events and principle characters beginning to be aware of the way a story is structured and to begin to fill in the words at the end of familiar lines and to recognise different animals and colour

**Brown Bear, Brown Bear, What Do You See?**



By Bill Martin

**“What will you hang on the Christmas tree”**

A Christmas story written by Claire McFadden,

A former teacher in the ELP Provision.



# Literacy

At 'good morning' time, children and adults will be shown their picture name cards. Adults will model recognising their own card and will place it on the board.

Each child will be supported in recognising their card and placing it on the board. We will introduce Brown Bear, Brown Bear and From Head to Toe at circle time. All adults to join in with text and signing in Makaton.



# Maths

All adults will model counting up to ten to introduce, 'tidy up' time.

Children will join in counting and to know that the last number counted is how many.

To begin to know where things happen in the classroom.

To be aware of shapes in the environment (focusing on triangles, circles)

We will model name and signing of animals and colours during focus book 'From Head to Toe' and 'Brown Bear' and to reinforce during colour focus Attention Builders.



# Maths

Adults to model counting objects, children etc. and to write the corresponding numeral. This will be reinforced at every opportunity.

During Attention Building activities involving numbers and objects e.g. spooky spiders and sand shower using templates.

We will provide number displays and props for number rhymes.

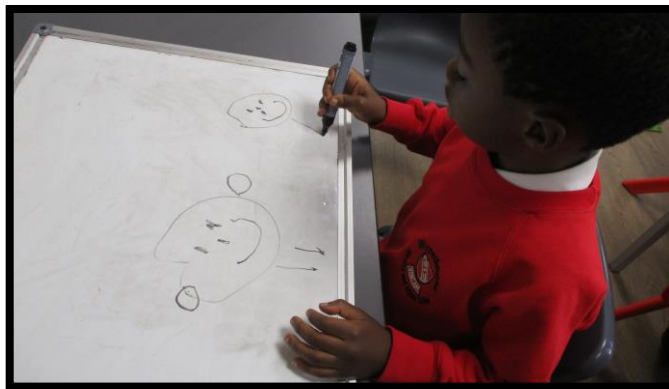
We will leave a pause during counting to give children the opportunity to fill in.



# Expressive Arts and Design

Each child will be encouraged to explore various 'messy' activities at 'Group work' Adults will provide materials such as sand, dry rice, shaving foam and paint. adults will encourage exploration by modelling, using hands, fingers and simple tools such as paint brushes, combs styluses etc.

Adults will model singing and actions to songs and rhymes at circle time and during free play.



# Understanding the World

All adults will use visual prompts and sung cues as well as Makaton signing to warn each child when an activity is coming to an end and what is going to happen next. We will use reduced consistent language.

We will support each child in moving to different areas of the classroom to complete various activities such as hanging up coat or apron, using the toilet, coming to circle/bucket time etc. all adults will use reduced consistent language to reinforce action.

We have introduced the white board, count up to ten and the tidy up song. Adults will lead each child to 'tidy up table' and will support them by modelling activity or using 'hand over hand' support where needed.



# Expectations

## What you can expect from us

- ★ High quality teaching and learning
- ★ 6 weekly SEND support plans
- ★ Regular check-ins (verbal, text, email)
- ★ Keeping in Touch meetings
- ★ Parent support (coffee mornings, website, workshops, etc)

## What we expect from you

- ★ Drop off and collect your child on time
- ★ Everyday attendance
- ★ Transparency and honesty
- ★ Your input on the SEND plan when you receive it
- ★ Working with us as a team
- ★ Co-operation to teach your children good levels of independence and a healthy lifestyle.
- ★ Attending meetings and presentations

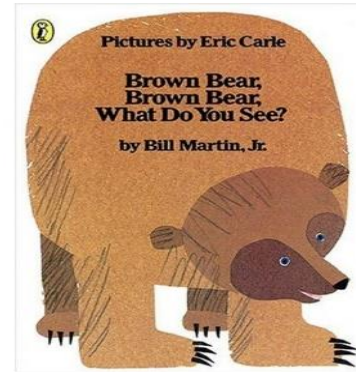
# The importance of reading regularly

Reading for pleasure

Developing Confidence

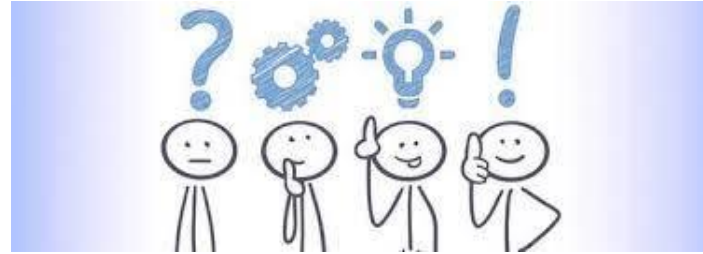
Supporting writing skills

Special Time



**The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.  
-Dr. Seuss**

# Questions or queries?



You are still able to email your child's class teacher directly.

[elp.teachers@winterbourne-inf.croydon.sch.uk](mailto:elp.teachers@winterbourne-inf.croydon.sch.uk)