

# RECEPTION

 CURRICULUM NEWSLETTER

AUTUMN 2026



Miss Barrett  
TEACHER



Miss Hughes  
TEACHER



Mrs Edwards  
TEACHING ASSISTANT



Miss Sutton  
TEACHING ASSISTANT



Mrs Williams  
TEACHING ASSISTANT

The children have had a brilliant start to their journey at Warden Hill. We have really enjoyed the home visits which have been invaluable in building relationships between home and school. We look forward to continuing this partnership as the year progresses.

The children are quickly learning the routines and are adapting to school life particularly well! This curriculum newsletter contains information about what the curriculum looks like for Autumn Term 1 and how you can support at home.

Alongside this newsletter, please refer to the the school website to view the PowerPoints shared at both the [Welcome Evening](#) and Curriculum Evening.

## PE AND WELLIES

We will be starting PE sessions the week beginning 21st September. Our PE sessions will take place on a Tuesday. Children will be required to bring their PE kits to school where they will change into them before their session. We will keep them in school and return them to be washed at half term. Please refer to [wardenhill.gloucs.sch.uk/parents/school-uniform/](http://wardenhill.gloucs.sch.uk/parents/school-uniform/) for more information about PE kits. Please can we have wellies in school by the end of September too.

## I WONDER WHAT MAKES ME UNIQUE?



### Communication and Language

The children will be sharing their Summer Diaries and 'All About Me' pages with adults and their peers. We will be teaching the children our 'Think, Pair, Share' strategy whereby they will turn to their partner on the carpet and listen to their ideas as well as share their own – encouraging active listening. They will be listening to and enjoying a wide range of stories. They will be encouraged to retell familiar stories, learnt in 'Drawing Club', using prompts and story maps to support. They will be listening to and joining in with rhymes and songs each day. They will be playing lots of games involving following instructions. Through our daily 'Time to Talk', the children will be learning to listen to others, as well as talk themselves, to understand ways in which they are similar and different to their peers, leading to them having a deep understanding of what being unique means.

### How you can help

- Encourage your child to talk about what they have done at school.
- Ask them to tell you a story – or part of one that they know.
- Give your child instructions to follow containing more than one part e.g. Get your coat and then put your shoes on.
- Discuss ways in which your child is similar and different to other people. Use the vocabulary: different, unique, similar, same, belong, celebrate, identity, special.
- Engage in discussion with your child when exploring the 'Book Talk' book sent home every other week.
- Upload WOW moments to Tapestry so they can share with the class.
- Encourage your child to be an active listener and wait their turn to speak.

## Personal, Social, Emotional Development

The children will be taught to understand new routines and gradually develop independence in them. The children will be playing lots of games to get to know one another and to help build new relationships within the class. They will understand how to follow our 'Warden Hill Way' – be respectful, try our best and keep everybody safe. In PSHE, they will be talking about similarities and differences, the special people in their lives, how to describe their feelings, identifying who can help if they're feeling sad, worried or scared, and identify ways to help their peers if they are feeling that way too.

We will explore many books to support their personal, social and emotional development such as 'The Colour Monster' and 'The Invisible String'.



### How you can help

- Discuss the morals and messages in different books, including the 'book talk' ones sent home from school
- Help your child identify and name their feelings and narrate this for them if needed e.g. 'You're crying so you are feeling sad'
- Expand your child's vocabulary by using synonyms – e.g. sad = miserable/blue/upset
- Talk to your child about school and the friendships that they are creating

## Physical Development

### Fine Motor Skills

The children will be handling lots of different tools to encourage mark making and begin to hold a pencil, working towards a tripod grip. They will carry out 'funky finger' activities each day to develop fine motor skills. Activities include using tweezers, developing threading skills and creating pre-writing mark making patterns. The children will join in with 'Dough Disco' regularly.

### Gross Motor Skills

Each week, we have a 'Squiggle Whilst You Wiggle' session whereby the children will make shapes in the air using their 'flipper flappers' (fabric). In PE, we will be focusing on running, jumping, hopping, skipping, balancing, crawling, catching and throwing, through different themes such as pretending to be superheroes!



### How you can help

- Follow the 'patters' for letter formation given in your welcome pack when/if your child is writing
- Create opportunities to develop fine motor skills by using resources such as tweezers, playdough, buttons, paper clips, glue, beads etc.
- Mark make wherever possible! Using a range of materials and tools such as chalks, paints and pencils, and on various scales – from small marks on paper to large marks outside
- Buy some child scissors and encourage keeping 'thumb on top' when cutting
- Develop gross motor skills by encouraging your child to be active as much as possible and negotiate obstacles safely
- Encourage your child to hold their pencil in a tripod grip if they are able

## Mathematics

The children will be learning to subitise quantities up to 5. This means they can say the amount just by looking, and without having to count each individual object. They will be singing rhymes and songs to develop their knowledge of the counting sequence. They will then be focusing specifically on the numbers 5, 6 and 7. Key learning points are understanding that the counting sequence stays the same, know the last number counted represents how many are in the set, to count each object in the set only once and to count things they can hear as well as see. They will be using a range of manipulatives such as counters, Numicon, cubes, small world objects, their fingers etc to help develop their understanding. They will develop their understanding of 3D shapes by talking about how they are the same or different using mathematical terms to describe shapes such as flat, straight and curved as well as building with 3D shapes.



### How you can help

- Compare groups of objects e.g. which has the most/least.
- Sort a selection of objects by colour, size or shape
- Sing counting rhymes together e.g. 10 green bottles, five little ducks, 5 currant buns
- Count aloud by clapping, stamping, tapping each number
- Encourage children to subitise or carefully count small quantities in every day life e.g. 'How many cakes are on the table?'

## Literacy

The children will explore a range of books and traditional tales through Drawing Club whereby we will be learning the vocabulary associated with the book, dive deeper into the plot and characters, as well as be able to retell the stories. They will be ascribing meanings to the drawings and marks made in these sessions.

The stories are as follows:

'We're Going on a Bear Hunt'  
'Goldilocks and the Three Bears'  
'Dear Zoo'  
'The Tiger Who Came to Tea'  
'The Enormous Turnip'  
'The Gingerbread Man'  
'Little Red Riding Hood'

The children will have daily 'Unlocking Letters and Sounds' phonics sessions to learn the Phase 2 single sounds and what they look like to write. They will focus on hearing and saying the initial sounds in words, using the sounds that they have learnt. We will be encouraging the children to blend three sounds together orally using known sounds when they are ready. The children will identify rhyming words through the use of books such as 'Oi Dog' and 'The Rhyming Rabbit'. They will learn the letters in their names and start to write them using a pencil as well as magnetic letters and ordering cards.



### How you can help

- Use the sound cards at home daily to help learn the sounds sent home
- When your child is ready, manipulate the sound cards to create simple 3 letter words within their phonic knowledge
- Practise and encourage your child to recognise the words in their 'Sight Words' book by sight
- Encourage mark making in any way that your child chooses e.g. shopping lists, stories, writing their name etc
- Engage in 'Book Talk'
- Using the local library to explore a range of books

### Understanding the World

The main focus this term will be exploring the similarities and differences between their lives and the lives of others around them. The children will be using their 'Summer Diaries' and 'All About Me' sheets to talk about themselves. They will talk about their photo uploaded to Tapestry about what makes them unique. They will be looking at changes in the environment between summer and autumn. The children will be talking about journeys and Identifying similarities and differences in their journeys to school. In RE, we will be answering: 'How might people in Cheltenham show they belong together?'



#### How you can help

- Talk about some of the seasonal changes your child notices as we enter autumn.
- During a walk or journey to or from school ask your child to point out familiar buildings and describe other things they see.
- Encourage your child to talk about what makes them unique and what they are good at
- Use the word 'belonging' in relation to school, as well as other aspects such as belonging to your family, a club, a group etc.

### Expressive Arts and Design

Through the study of Rothko and Kandinsky's work, the children will be learning about primary colours and how to mix secondary colours independently. They will be using the following vocabulary: mix, primary colour, secondary colour, lighter, darker, thick, thin, apply, paint, artist. They will be mark making using a range of tools and materials for different purposes.

In Music, the children will be creating their own actions when performing songs, as well as learning the musical terms: louder/quieter,



#### How you can help

- Encourage your child to mix their own colours when painting
- Experiment drawing different types of lines e.g. thick, thin, wavy, short, curved etc., using a variety of materials
- Spot, name and compare different colours in the environment 'The grass is light green', 'mummy's top is a darker shade of yellow than yours' etc
- Sing a variety of nursery rhymes with your child and ask them to create their own actions