



Plaza Gwanwyn - Reception

This term our topic is 'Marvellous Me'



This term, we will be supporting the children as they settle into Reception. We will be getting to know the children as they form friendships with their peers. We will support the children to learn new routines and expectations for Reception, and provide learning opportunities both indoors and outdoors in our garden. At Dewstow, children are at the heart of our curriculum and, as such, we focus on developing the children through five developmental pathways - Belonging, Communication, Exploration, Physical Development and Wellbeing.



Communication

Communication is fundamental to children's development; it is vital to the foundation of relationships and is essential for learning, play and social interaction. To learn effectively, children need to understand and be able to make themselves understood. The children will be learning to develop their listening, attention and understanding during play and other interactions. The children will be learning to express their needs, thoughts, feelings, ideas and opinions, including taking notice of those of others. The children will be learning to use language with purpose and how to assign their own meanings to their marks. The children will be learning through frequent opportunities to participate in stories, songs and rhymes to support the development of vocabulary and grammar. The children will be able to experience reading a variety of reading materials, including using iPads. The children will be learning to share and retell familiar stories and recall important events.

Belonging

Belonging is essential to our sense of happiness and wellbeing. At Dewstow, we recognise that settings that value, celebrate and build upon children's past and present experiences from home and their community can strengthen a sense of belonging. The children will be learning to recognise themselves and their importance to those around them. The children will begin to familiar routines and understand how to follow rules and boundaries. The children will be learning that all things (living or non-living) in their environment need to be taken care of, including themselves.



Physical Development

Children have a natural need to move, to be moved, or to move and manipulate objects. Physical activity supports concentration, motivation and memory, as well as healthy bone and muscle development. The children will be learning to co-ordinate their movements and move safely each day, in both indoor and outdoor learning environments. Through opportunities to explore physical movements, the children will learn to persevere and develop resilience, finding joy in physical activities. The children will be learning to move on a variety of surfaces, manipulating and exploring the movements of small and large objects.

Wellbeing

Feeling connected, secure and safe are key elements to developing a strong sense of wellbeing. The children will be learning to interact with others, learning to show care and consideration of others' thoughts and feelings. The children will be learning to recognise their own emotions and the emotions of others and will be learning how to regulate their responses to emotions. To support positive wellbeing, the children will be exploring the outside environment every day. The children will learn that their own actions and the actions of others have consequences. The children will continue to learn how to be Ready, Respectful, and Safe.



Welsh Language Patterns

Pwy wyt ti? Who are you?
Sut wyt ti? How are you?
Pa liw? What colour?

...ydw i. I am ...
Ga i'r-? Can I have-?
Sawl un? How many?

Exploration

Children's natural curiosity about the world around them is a strong motivator for exploration. They enjoy exploring and investigating by themselves and with others, and are often keen to share their delight in new knowledge or skills. Learning involves the gradual development of skills, knowledge and competencies in increasingly complex ways. The children will be learning to develop their understanding of how things work, exploring properties of materials, playing with quantities and numbers and learn how to transfer their learning to new situations. The children will use their senses to explore the world around them, solving problems and using their mistakes to further their understanding with support. The children will use simple mathematical language in their play and with purpose, noticing shape, symmetry and pattern in the natural and built environment. The children will be communicating their ideas through mark-making or the use of appropriate technology.



Other Information

Our whole school approach to behaviour is encouraging the children to be **Ready, Respectful and Safe**.

The children will be rewarded for being Ready, Respectful and Safe through verbal praise, stickers and Head Teacher Awards.

We will be taking part in PE every **Friday**.

We will be getting suited and booted and heading into Forest School each **Monday**.

We kindly ask for a voluntary donation of a bag of fruit which will be shared with the whole class.





Information



Play is a fundamental right for all children. It is through play and playful experiences that children find ways to explore a range of emotions and learn about the world around them. Here at Dewstow we will provide purposeful learning opportunities, where children are encouraged to investigate, explore, create and be active, both inside the plaza and outside in our garden whatever the weather.

To help us to do this can you ensure that your child has a pair of wellies in school, all clothes are labelled and a spare change of clothes in school each day.

Below are some activities that you can do with your child to support our Marvellous Me topic. We would love to see photos uploaded to your child's profile on SeeSaw. This is by no means an exhaustive list and we would love to see any other family activities too.

Can you make an obstacle course? Can you make an obstacle course in your house or garden. Can you make areas where you have to balance, jump and run? What else can you add? When you have completed it a few times, can you feel your heart beating fast? Are you hot? Why is this?	Can you read a story to your toy? Find your favourite cuddly toy and snuggle down to read a story to them. What happens in the story? Can you explain key events of the story using the pictures? Did you enjoy it?	Have you changed since you were a baby? Look at photos of you when you were a baby. Talk to a grown up about how you have changed since you were a baby? What things can you do now that you couldn't do then? How has your body changed?	Can you draw a self portrait? Can you look in the mirror and see what features you have on your face? Can you draw them? What colours do you need to use?	Can you talk about your family? Who is in your family? Can you talk to a grown up about your family? Do you have any siblings? Do you have any grandparents? Can you draw a picture of your family? Can you label it?	Can you find out about pets? Do you have a pet? If not, what pet would you like? Can you find out some facts about that kind of animal? Could you use the internet? Could you use a book?
Can you make faces? How do people's faces look when they are happy? Sad? Angry? Excited? What might make them feel like this? Why? Can you draw your own face to show different emotions?	Can you measure your height? Work with a grown up and use a tape measure to find out how tall you are. Can you mark it on a wall and see how you grow over the next few months? Is everyone in your house the same height as you? Are they taller or shorter? Do you recognise any numbers on the tape measure?	Can you find out about where you live? Find your house on Google Earth. Can you zoom out to spot other things in your local area? E.g. your local supermarket or park, or your school. Can you zoom out to see the UK. Where in the UK do you live? Are you near the sea? Can you zoom out to see other countries or even space?	Can you make a 3D model of you? Think about your special features. What do you look like? Can you design and make a 3D model of you using recycling (e.g. boxes, tubes, bottles)? What can you use to join the materials together?	Can you count your body parts? What parts of your body can you name? How many of each thing do you have? How many fingers do you have? How many toes? How many eyes? How many teeth? Can you count them?	Can you make a healthy snack? Can you find out which snacks are healthy? Is fruit healthy? Is chocolate healthy? Can you make a healthy snack? Can you use tools (e.g. a knife for cutting or spreading)? Can you wash your hands before you start?
Can you brush your teeth? Why is it important that we brush our teeth? Can you find some foods in your kitchen that are good for your teeth? (e.g. milk/cheese) Can you find foods that might be bad for your teeth? (e.g. sweets). Can you set a timer for 2 minutes and brush your teeth? Can you show some one else how to brush their teeth?	Can you perform "Heads, Shoulders, Knees and Toes"? Practise singing Heads, Shoulders, Knees and Toes with the actions. Now sing it again, doing all the actions but missing out some of the body part words. Can you remember not to say them! Can you perform it to an audience?	Can you find out about your organs? What do we have inside our bodies that help us live? Can you name any organs? Can you feel your heart beat? Can you see veins on your wrist? What is inside them? What organ do we use to think with?	Can you find out about autumn? Take a walk around your local area. What changes do you see? Can you see leaves changing colour? How is where you live different to summer? Can you use technology to take pictures of the new autumn season?	Can you draw a life size skeleton? What is inside your body that helps you stand up straight? Can you find out about your skeleton and bones? Ask a grown up to draw around you (outside with chalk or on large paper). Can you draw your bones inside?	Can you play "Simon says"? A grown up will start giving the instructions. If they say "Simon says.." before giving an instruction you must do it e.g. "Simon says pat your head." If they don't say "Simon Says" and just give the instruction you don't do it! Can you swop roles?



Reading with your child can mean

sharing books, stories, rhymes, or any other writing. You can: Read books together. • Tell each other stories. • Chat about the things that you have read. • Talk about pictures in books. • Share stories even when you don't have a book in front of you. Why not re-tell your favourite stories?



Try out a range of picture books, comics, poems, and rhymes. You can read the same book over and over again. Familiar books are comforting and build confidence. You can choose new books. Pick something together that you can both enjoy. Books don't have to be full of words. Picture books are perfect for sharing and talking about with your child. You can use pictures to explore stories and help your child understand books that are more difficult.



Spending 10 minutes a day reading to your child helped them develop social and emotional skills and become confident happy learners.

Helping your child with Reading Reception

Sharing books and stories with your child is fun! It is a great way to build special memories and moments with your child, and can easily become a favourite part of the day. It also helps children:

- Understand the world around them.
- Develop social and emotional skills.
- Improve at school across all subjects.
- Build confidence with communication.
- Strengthen their bond with you and other family members



How to help at home

Turn off televisions, radios, computers and tablets.



Take time to look at each page. Let them talk to you about the pictures. This helps them look for meaning and to think about what they see happening on the page. You don't need to make sure your child gets every word right. Encourage your child to point to each word as they are reading. Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices.

Ask questions when you are reading together.

What do you see on this page?
How do you think the characters feel?
What do you think is going to happen next?
When you have finished, talk about how your child feels about the book:
What did they like? What didn't they like?
What can they remember about what happened? Who was their favourite character? Why? Link the story to their own experiences. Can they remember when they did something similar?



Most importantly, have fun!