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*Headteacher: Mr Peter Allen*

## Reception Spring Term 2023 Curriculum Letter

Topic Focus	'Superheroes' and 'Come Outside'
Area of Learning	Main Learning Focus
Communication and Language	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day.</li> <li>Ask questions to find out more and understand what has been said to them.</li> <li>Start to articulate ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives. e.g. I like...because...</li> <li>Describe events in some detail. E.g. sequencing (today, yesterday, first,)past tense (played) adding adjectives (sticky mud, yummy cake)</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> </ul>
Literacy (Reading and Writing)	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories</li> <li>Demonstrate understanding of what has been read to them by answering simple questions.</li> <li>Use and understand recently introduced vocabulary.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme. E.g. him, the, go, no, to, etc.</li> <li>Blend simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words. E.g. The black cat ran to catch the rat. But it was too quick!</li> <li>Read some letter groups that each represent one sound and say sounds for them. E.g. igh, oo, ch, th, ar</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sound and writing the sound with letters.</li> <li>Start writing words including some digraphs.</li> <li>Write short sentences.</li> </ul>
Mathematical Development	<p><b>Explore composition of numbers to 10 and start to recall number bonds to 10.</b></p> <ul style="list-style-type: none"> <li>Counting reliably to 10 and beyond.</li> <li>Select the correct numeral to represent groups of objects.</li> <li>Understand and use the part-whole model.</li> <li>Uses the language of 'more' and 'fewer'.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Find one more and one less of a group of objects.</li> <li>In practical activities, using the vocabulary involved in addition and subtraction.</li> <li>Number bonds to 5 verbal recall e.g. <math>1+4=5</math> <math>4+1=5</math> <math>3+2=5</math> <math>2+3=5</math> <math>5+0=5</math> <math>5+0=5</math></li> <li>Number bonds to 10 verbal recall e.g. <math>1+9=10</math> <math>2+8=10</math> <math>3+7=10</math> etc</li> <li>Subitising 5-10</li> <li>Becoming confident in verbal recall of doubling facts e.g. <math>1+1=2</math> <math>2+2=4</math> <math>3+3=6</math> etc</li> </ul> <p><b>Name and start to manipulate 2D shapes.</b></p> <ul style="list-style-type: none"> <li>Accurately naming, describing using mathematical language. E.g circle, square, rectangle, square, sides, vertices, straight, curved, longer, shorter.</li> </ul>

	<ul style="list-style-type: none"> <li>Become confident in manipulating shapes and seeing shapes within shapes. E.g. placing 4 squares within one larger square/ placing 2 rectangles within a square, placing 2 triangles within a square.</li> </ul>
Physical Development	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>Confidently and safely use a range of large and small apparatus alone and in a group.</li> <li>Negotiate space and obstacles safely with consideration for themselves and others.</li> <li>Progress towards a more fluent style of moving, with developing control.</li> <li>Develop their overall body strength, coordination, balance and agility.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so they can use a range of tools competently, safely and confidently e.g. Pencils, paint brushes, scissors, cutlery.</li> <li>Hold a pencil effectively in preparation for fluent writing. Use a tripod grip.</li> <li>Develop the foundations of a handwriting style.</li> </ul>
Personal Social and Emotional Development	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulse when appropriate.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence.</li> <li>Managing their own basic hygiene and personal needs, including dressing and going to the toilet, importance of staying healthy (washing, healthy foods, sleep).</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to others and friendships with peers.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>Explore natural world making observations of plants and animals.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Understand some important processes and changes in the natural environments including seasons and changing states.</li> <li>Draw information from a simple map.</li> <li>Compare and Contrast characters from stories. E.g. animal vs human, goody/baddy, emotions, historic or present day.</li> <li>Recognise similarities and differences between living in this country and other countries.</li> <li>Recognise that some environments are different from the one in which they live.</li> <li>Talk about the lives of people around them and their roles in society.</li> </ul>
Expressive Arts and Design	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Return to and build on previous learning, refining ideas, developing their ability to represent them. Designing and creating imaginative characters or objects.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Drawing and painting from observation- Spring flowers.</li> <li>Using glue and tape to join together different materials and learning how to make a strong join.</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Sing well known nursery rhymes and songs.</li> <li>Playing imaginatively, sometimes taking on a different character role.</li> <li>Responding to music imaginatively and with simple sequences of movements.</li> </ul>
Characteristics of Effective Learning linked to 6 Rs	<ul style="list-style-type: none"> <li>Resilience</li> <li>Resourcefulness</li> <li>Reflectiveness- thinking about how they might be able to do something differently or make changes to improve the outcome.</li> </ul>

	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Reciprocity</li> <li>• Respect</li> </ul>
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Hello and a belated Happy New Year!

We are really looking forward to the new term, and hope you are too.

Firstly **some reminders:**

### School Timings

- Reception is open from **8.45am and sessions start at 8.55 am**. You will need to go to the office to register if arriving at school after this time. **Reception children leave at 3.05pm.** Phonics learning starts promptly at 9.05am, late attendance impacts on your child and others' learning.

### PE

Reception will have a P.E. lesson on Fridays this half term and will therefore need to come in P.E. kit on that particular day.

PE kit consists of - a white or blue t-shirt, trainers, dark jogging bottoms/dark shorts and a sweatshirt (no hoods).

No jewellery except stud earrings and watches should be worn in school and these must be removed for all PE activities as it is no longer acceptable to use tape to cover earrings. We would therefore advise that children leave any earrings at home on their PE day. Long hair must be tied back.

### Forest School

Sessions will be on Wednesday this half term for children in Willow Class and sessions are on the following dates:

Wednesday 25th January

Wednesday 1st February

Wednesday 8th February

Half term

Wednesday 22nd February

Wednesday 1st March

Wednesday 8th March

Wednesday 15th March

Please let Mrs Roberts know asap if you can volunteer for these sessions (1pm-3pm). Without adequate volunteers these sessions will not be able to go ahead.

For these sessions the children will be getting messy and muddy in the forest in all weathers so please ensure the children come into school dressed in suitable clothing and have wellies and waterproofs available for them to get changed into.

### Naming belongings

Please check that all your child's belongings are still clearly named, particularly jumpers, lunchboxes and P.E. kit. If your child has lost an item please check the lost property box in Reception.

### Reading Records and book changes

Can you please ensure that the wallet with your child's Reading Record and phonics reading book is in your child's book bag every day. This means it will always be available in school to be changed. Please continue to practise the harder to read and spell words as this really helps with reading fluency and understanding.

**Book changes continue to be on Tuesday (Reading library book) and Friday (Phonics level book).**

Don't forget you can also access the e-books. If you are unsure of how to do this, please ask your class teacher.

\*Please remember do NOT put drinks into book bags as they often leak!

### Evidence Me

A reminder that your child's achievements at home can be shared with your child's teacher on Evidence Me

Finally, some information and dates:

**Week beginning 7<sup>th</sup> February** – Parent/Teacher Consultations 3.30 to 7pm.

**Friday 10<sup>th</sup> February**– Superhero Dress Up Day

**Monday 13<sup>th</sup> February to Friday 17<sup>th</sup> February** – Half Term Week.

**Friday 31<sup>st</sup> March** – Last Day of Term.

**Monday 17<sup>th</sup> April**- children return to school

Thank you for all your support and help.

Aisha Eason, Donna Di-loia, Suzanne Dris, Claire Scott and Nicola Roberts.