



**Brampton Village Primary School,  
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*Headteacher: Mr Peter Allen*

## **Reception Curriculum Letter Spring Term 2020**

Dear Parents/Carers,

Welcome back to the new term in Reception where we have lots of exciting things to look forward to.

Topic Focus	'Heroes' and 'Once Upon a Time'
Area of Learning	Main Learning Focus
Communication and Language	<ul style="list-style-type: none"> <li>Maintaining attention and sitting quietly during appropriate activity.</li> <li>Talking about story characters and settings.</li> <li>Listening and responding to ideas and questions.</li> <li>Adding extra information/ detail to spoken sentences e.g. I like...because...</li> <li>Joining in with repeated refrains and rhymes in stories.</li> <li>Following instructions involving several ideas or actions.</li> <li>Extend vocabulary exploring the meaning and sounds of new words.</li> <li>Listen with enjoyment and respond to stories.</li> </ul>
Literacy (Reading and Writing)	<ul style="list-style-type: none"> <li>Develop a love of books and reading for pleasure</li> <li>Re-tell narratives in the correct sequence, drawing on language patterns of stories.</li> <li>Become familiar with a range of traditional stories.</li> <li>Write their name independently starting each letter in the correct place and orientation- name writing on faces for registration</li> <li>Focusing on the use of capital letters, finger spaces and full stops when writing short captions.</li> <li>Quick recognition of 'tricky' words- those words which are not phonetically decodable</li> <li>Write about familiar events with increasing independence- diary writing</li> <li>Hearing and identifying all sounds in small (CVC) words e.g. cat, dog.</li> <li>Spelling small (CVC) words by listening carefully for each sound and then writing it.</li> <li>Making a guess at a new word by looking at the first letter and looking at picture clues.</li> <li>Attempting to write more difficult words by listening for sounds e.g writing d, g, and n for dragon.</li> <li>Learning and applying in reading and writing digraphs and tri-graphs e.g. oo (b<b>oo</b>t), ar (c<b>ar</b>) and igh (h<b>igh</b>).</li> </ul>
Mathematical Development	<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>Ordering items by length, height, weight and capacity.</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>Estimating and counting.</li> <li>Begin to use mathematical names for 3d shapes and correct vocabulary to describe.</li> <li>Making and continuing patterns with shapes.</li> <li>Use everyday language related to time e.g. today, yesterday, tomorrow, later, this afternoon etc...</li> <li>Use the language first, next, after, last to sequence familiar events.</li> <li>Begin to record mathematical thinking using pictures, numerals and symbols</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Holding a pencil with a tri-grip and forming letters correctly.</li> <li>Use language such as top to bottom, anticlockwise, capital letter, lower case letter, ascender, descender when focusing on handwriting and letter formation.</li> <li>Knowing what happens to our bodies when we do exercise.</li> </ul>

	<ul style="list-style-type: none"> <li>• Throwing and catching a range of P.E. equipment, (quoits, bean bags and balls) including working with a partner.</li> <li>• Being able to balance on different body parts with increased control.</li> <li>• Pinching and moulding malleable materials (e.g. plasticine, dough or clay) to make models.</li> <li>• To be able to use scissors safely and accurately e.g cutting along a line.</li> <li>• Understand the importance of exercise, healthy eating, sleeping and hygiene.</li> <li>• Begins to recognise and assess own risks. E.g when jumping, carrying things etc...</li> </ul>
Personal Social and Emotional Development	<ul style="list-style-type: none"> <li>• Being more independent e.g. coming into class on his/her own.</li> <li>• Being confident to 'have a go' at new things and to work hard (being resilient).</li> <li>• Cooperating and negotiating with friends.</li> <li>• Thinking about things that he/she is good at.</li> <li>• Continuing to learn our 6Rs - being resourceful i.e. to think of different ways to solve problems and being reflective – thinking about their learning and ways to improve.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Finding out about the different people in our community and everyday life who help us such as doctors, dentists, policeman/women, etc...</li> <li>• Investigating and commenting on aspects of their familiar world, such as the place where they live or the natural world.</li> <li>• Talks about why things happen and how things work.</li> <li>• Shows care and concern for living things in the environment.</li> <li>• Observing and predicting changes- seasonal, colour, etc...</li> <li>• Using programmable toys and new programs on the computer.</li> <li>• Identifying the five senses and making safe choices over which ones to use when investigating.</li> <li>• To know about what happens at a wedding and other religious celebrations such as Easter, Holi, Chinese New Year etc...</li> <li>• To talk about how a new baby is welcomed into different families.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Exploring the texture of paint e.g. mixing thick and thin paint.</li> <li>• Drawing and painting from observation.</li> <li>• Using a paintbrush to produce different techniques e.g. full twist, ducks foot and full circle.</li> <li>• Copying short rhythms and using percussion instruments to make a range of sounds.</li> <li>• Playing imaginatively, sometimes taking on a different character role.</li> <li>• Responding to music imaginatively and with simple sequences of movements.</li> <li>• Using glue and tape to join together different materials and learning how to make a strong join.</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>

#### Firstly **some reminders:**

\*The school is open from 8.45 and sessions start at 8.55. The **door closes promptly at 9am**. You will need to go to the office to register if arriving at school after this time. Key Stage 1 finishes at 3.10 **but Reception children leave at 3.05 to aid collection of brothers and sisters.**

\***Reception** have PE on Tuesdays. Please ensure that long hair is tied back and earrings are removed.

The children need a NAMED **short sleeved t-shirt and shorts** rather than leggings for PE. This is for safety reasons as we are now using the large apparatus. If your child wears **ear-rings** please either remove them on PE days, this is for safety reasons. Please **remove any other clothing items from the P.E. kit** other than the shorts and t-shirt to make it easier for your child to manage their own kit.

\***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.

\*The children now need to be **more independent**. You can support this by **saying goodbye at the reception door** and encouraging them to **look after their own belongings**. If your child finds it difficult to turn sleeves back out after taking off their coat or jumper, or to zip up their coats, please help them to learn to do this. We ask children to put hats and scarves into coat sleeves, as it is difficult for children to easily access belongings in book bags.

**Please** ensure that you send the **Reading Record** and **Word** tin to school in your child's book bag every day. We regularly refer to the record and if it is not in school then your child will miss out on reward stickers and you will miss out on information about your child's reading experiences.

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

#### **WELL DONE CERTIFICATES**

Thank you for sharing the children's achievements last term. We would like to do the same this term too, so please find **two more certificates** in book bags - one for each half term. If you need a prompt for ideas, one of our '6 Rs' is **Resilience** and we would love to hear when your child has been independent and resilient at home.

\***Milk** is free to all children under the age of 5 years and can be supplied to over 5s for a small charge. If you have not yet taken advantage of this opportunity, please refer to **[www.coolmilk.com](http://www.coolmilk.com)**. If your child has free milk for under 5s, it will stop when they turn 5 years old. Two weeks before your child's fifth birthday they will contact you and you will be able to arrange for them to continue to have milk at a charge. If not, they will be given water.

Finally some information and dates:

<b>Wednesday 12<sup>th</sup> February</b>	Parent/Teacher Consultations 3.30 to 7pm
<b>Thursday 13<sup>th</sup> February</b>	Parent/Teacher Consultations 3.30 to 6pm
<b>Wednesday 1<sup>st</sup> April</b>	Reception Beech Class Assembly 9.15am

Thank you for all your support and help.

Mrs Di-loia, Mrs Dris, Mrs Scott and Mrs Eason