



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

Topic Focus	Reception - Once Upon a Time (until half term) Going on an Adventure! (end of year)
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>Using talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Hold conversations when engaged in back and forth exchanges with their teachers and peers.</li> <li>Make comments about things they have heard and ask questions to clarify their understanding.</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>Tell familiar stories in their own words</li> <li>Extends vocabulary e.g. describing words.</li> </ul>
Literacy (Reading and Writing)	<ul style="list-style-type: none"> <li>Use phonic knowledge to read and write simple and more complex words containing the di-graphs and tr-graphs taught.</li> <li>Practise blending sounds together such in longer words such as clown, stomping.</li> <li>Read familiar and common words independently within a sentence.</li> <li>Demonstrate an understanding about what is read to them by retelling stories and narratives in their own words.</li> <li>Anticipate key events in stories.</li> <li>Use and understand new vocabulary introduced recently during discussions about stories, rhymes, and poems.</li> <li>Know a bank of traditional tales- Goldilocks and the Three Bears, The Gingerbread Man, The Three Billy Goat's Gruff.</li> <li>Use non-fiction books to find out things that interest them.</li> <li>Start to spell key 'harder to read and spell' words from the word tin from memory.</li> <li>Write sentences with spaces between words so they can read their own work.</li> <li>Re-write a familiar traditional story such as The Gingerbread Man</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>Count to and from 10 and beyond</li> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>To subitise up to 5 (recognise quantities without counting)</li> <li>Automatically recall number bonds to 10 (pairs of numbers which total 10)</li> <li>Read, and count numbers to 20 (forwards and backwards).</li> <li>Doubling, halving and sharing numbers up to 10.</li> <li>Relate addition to combining 2 groups and recall addition number facts to 5</li> <li>Relate subtraction to taking away and recall subtraction facts up to 5.</li> <li>Recall double facts</li> <li>Use different models and images to support calculations e.g. tens frame, jotting, number sentences etc...</li> <li>Recognise numerical patterns when counting beyond 10</li> <li>Describe and name common 2d and 3d shapes using words such as side, corner, face, edge.</li> <li>Measure short periods of time relating to their own fascinations e.g. how many jumps can you do in a minute.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Shows an awareness of safety and managing risk e.g. not carrying things that are too heavy on their own.</li> <li>Form lower case and capital letters of the alphabet correctly, and when ready - sitting appropriately on the line.</li> <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>Begin to show accuracy and care when drawing.</li> <li>Knowing what happens to our bodies when we do exercise.</li> <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> </ul>

	<ul style="list-style-type: none"> <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>• Can describe self in positive terms &amp; talk about their abilities.</li> <li>• Show an understanding of their own feelings and awareness of the feelings of others, and begin to regulate their behaviour accordingly.</li> <li>• Understands that their own actions affect other people e.g. comforting a child who is upset.</li> <li>• Maintain attention and concentration.</li> <li>• Have an understanding of healthy food choices.</li> <li>• Know about how to keep their bodies healthy including dental hygiene.</li> <li>• Being more independent when working with and without an adult.</li> <li>• Talk about feelings and thoughts about moving to Year 1. 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> <li>• To recognise similarities and differences between the bodies of girls and boys to include naming sexual body parts.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Explore the natural world, making close observations, drawing and recording things they observe.</li> <li>• Recognise and compare different environments.</li> <li>• Recognise people have different beliefs and celebrations.</li> <li>• Notice similarities and differences between things in the past and now</li> <li>• Understand season changes, how we change, materials and changing states of matter e.g. cooking, freezing, melting.</li> <li>• Find out about features of living things, objects and events in the natural world, e.g. looking carefully at caterpillars.</li> <li>• Show care and concern for living things.</li> <li>• Planting seeds, taking care of them and watching them grow.</li> <li>• Talks about differences between Brampton and other places</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Build on knowledge of colour mixing.</li> <li>• Selects resources independently and adapts work when necessary, when things don't work as planned.</li> <li>• Use joining skills when making models such as glue, tape etc.</li> <li>• Uses a variety of materials to make a picture or model.</li> <li>• Share their creations and talk about the process they have used.</li> <li>• Make and use props and materials when role playing characters in narratives and stories.</li> <li>• Sing a range of rhymes and songs</li> <li>• Experiment and use music to express themselves.</li> <li>• Act out well known stories.</li> </ul>
Characteristics of Effective Learning linked to 6 R's	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Reflectiveness</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Reciprocity</li> </ul>
Visits/Visitors	<b>Trip to Sacrewell Farm Wednesday 6<sup>th</sup> July TBC</b>

Well, we can't believe that we are now in the last term of Reception, hasn't time flown?!

Below are a few reminders for the term:

**\*P.E-** P.E. sessions will be outdoors for this term. Children now need a pair of trainers or plimsolls in addition to their P.E. kit of T shirt and shorts. **Please send your child to school in their P.E. kit on Wednesdays.**

**Beech Class Forest School Sessions** – Forest School will be on the following dates:

**Wednesday 26<sup>th</sup> April**

**Wednesday 3<sup>rd</sup> May**

**Wednesday 10<sup>th</sup> May**

**Wednesday 17<sup>th</sup> May**

**Wednesday 24<sup>th</sup> May**

**Library Visits-** please let us know if you are able to volunteer to accompany your child's teacher on the walk.

**Wednesday 7<sup>th</sup> June-** Reception Maple

**Wednesday 14<sup>th</sup> June-** Reception Willow

**Wednesday 21<sup>st</sup> June-** Reception Beech

**Well Done Parent Postcard**

It would be lovely to hear about home achievement complete a parent postcard using the parent postcards on the 'Evidence Me' app.

**Weather**

As the weather gets sunnier, please ensure the children have a sun hat that they can use for our outdoor activities. Sun cream can be applied before sending your child in if necessary. Please do not send it into school at this point. Children can now also bring a water bottle into school. Please ensure they are clearly named!

Thank you for all your support and help,

Mrs Eason, Mrs Scott, Mrs Roberts, Mrs Di'loia and Mrs Dris