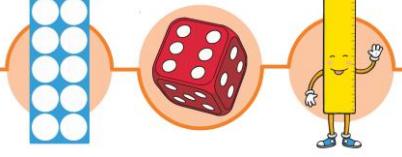




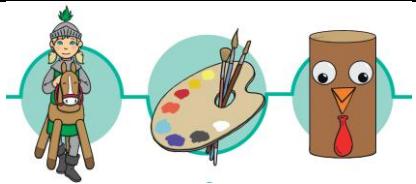
Reception Spring Term 2026

Welcome back to this new term and our new adventures. Thank you for all your posts, pictures and comments on Tapestry - I think everyone should be proud of themselves.

Subject	Term 3 Walk With Me/Winter	Term 4 Let's Be Healthy/Easter
Personal, Social and Emotional Development 	<ul style="list-style-type: none"> • Know that it is important to keep trying to achieve challenges and goals (perseverance) • Know how to take turns with adult support • Begin to respond appropriately when needs cannot be met immediately • Use the toilet independently and wash hands, knowing why this is important • Try new activities independently or with peers • Form closer friendships and seek them out to initiate play • Jigsaw- Dreams and Goals- persevering, resilience, achieving and aspiring 	<ul style="list-style-type: none"> • Explain to an adult what has happened when I am upset • Identify and name some common feelings in themselves and others • Undress independently with help for basic fastenings • Identify and begin to solve problems when things go wrong • Understand that I can have different opinions and ideas than my peers • Show that I understand how to be proactive in seeking out a familiar adult or peer to support my needs • Jigsaw- Healthy Me- Know how to keep my body healthy • Know how and why to make healthy eating choices • To know why we need sleep • To know the importance of washing hands and how to do it thoroughly
Physical Development 	<ul style="list-style-type: none"> • Continue to develop letter formation and pencil grip knowledge • Know how to use a hole punch and stapler • Continue to learn how to transport equipment safely <p>Gymnastics – High, low , over and under</p> <ul style="list-style-type: none"> • Know how to move in different ways on the floor and on apparatus • Know how to use equipment safely <p>Locomotion- jumping</p> <ul style="list-style-type: none"> • Know how to jump and land safely • Know how to jump in a variety of ways • Be able to apply skills into a game 	<ul style="list-style-type: none"> • Continue to develop letter formation knowledge • Continue to practise cutting skills and use of other simple tools. • Have some awareness of healthy eating • To know how to use tools for chopping and peeling <p>PE- Ourselves-Dance</p> <ul style="list-style-type: none"> • To know how to move different parts of their bodies in different ways in response to words and music. <p>Health and Well-being-</p> <ul style="list-style-type: none"> • To know what we mean by exercise and movement and why it is important

		<ul style="list-style-type: none"> • To know what happens to their heartbeat and breathing when we exercise • To know exercise can make us feel better physically and mentally
Communication and Language 	<ul style="list-style-type: none"> • Know and use vocabulary based on winter- cold, snow, ice, freeze, melt, dark, light • Know and practise the skills to listen attentively to a partner or group • Know how to retell a past event in the correct order • Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Use talk to connect ideas, explain what is happening and anticipate future events and reflect on past events • Use talk to convey a simple narrative (helicopter stories) 	<ul style="list-style-type: none"> • Focused Vocabulary based on the theme this term- healthy, exercise, movement, fruit, vegetables, peel. Chop. Mix, slice, cook, change, melt, Easter, spring • Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Begin to understand how and why questions • Use talk to connect ideas, explain what is happening and anticipate future events and reflect on past events
Literacy 	<ul style="list-style-type: none"> • Consolidate Set 1 sounds Introduce Set 2 RWI sounds • To read and write using phonics skills • Begin to make sense of simple sentences • Continue to learn the red and green words alongside reading. • Use writing and mark-making in play situations e.g. menus, invitations, signs, notices, lists • Know how to write their first name independently with correct letter formation • Know how to write labels and captions • Know how to write a dictated sentence • Know how to orally create a simple story <p>Stories to include- 'Shhh We Have A Plan', 'A Busy Day for Birds', 'Lost and Found', 'Poles Apart'</p>	<ul style="list-style-type: none"> • Consolidating set 2 RWI • Identify characters and settings in fictional texts • An awareness of non-fiction texts • Write some simple sentences independently • To begin to write both names independently • Reading and writing using phonics skills • Continue to learn the red and green words alongside reading • Use writing and mark-making in play situations e.g. menus, invitations, signs, notices, lists <p>Stories to include- 'Oliver's Vegetables', 'Farmer Duck', 'The Big, Bad Mole is coming', '6 Little Chicks'</p>
Maths 	<ul style="list-style-type: none"> • Know how numbers to 5 are composed • Know how to subitise, count and explore composition of numbers beyond 5 (as 5 "and a bit") • Know when two sets are equal or unequal • Identify doubles • Know odd and even numbers • Know how to count verbally beyond 20 recognising the repeated pattern • To know how to compare and 	<ul style="list-style-type: none"> • Know how numbers to 5 are composed • Know how to subitise, count and explore composition of numbers beyond 5 (as 5 "and a bit") • Know when two sets are equal or unequal • Identify doubles • Know odd and even numbers

	<p>discuss height and length, mass and capacity (longer, longest, as tall as....)</p> <ul style="list-style-type: none"> • Know how to order and sequence using time language- first, next, finally, before, after 	<ul style="list-style-type: none"> • Know how to count verbally beyond 20 recognising the repeated pattern • To know how to rotate and manipulate shapes • To know how to compose and decompose shapes • To know how to use positional language- next to, in front of, behind etc
<p>Understanding of the World</p> 	<ul style="list-style-type: none"> • Know that there are different species of birds and what features birds have- beak, wing, feathers, tail etc • To explore immediate surroundings, noticing features, directions, route, location of School and school field, • To know some environmental, natural and weather features of the immediate surroundings (Lawrance Park) • Know that it is winter and what winter weather and features are (cold weather, long dark nights, freezing, plants and animals hibernating) • Know how to help look after the wildlife in our garden (feed birds and squirrels) • Know that we live in Thurlby/Bourne etc in England and that England is a country in the world • Know that there are other countries in the world that have similarities and differences • Know some features of the South Pole- how is it different to Thurlby/England • Know some features of the North Pole- how is it different to Thurlby, similar to the south pole • Know about celebrations and customs in other cultures and countries (Chinese New Year) 	<ul style="list-style-type: none"> • To know different ways we can keep ourselves healthy- food, exercise, sleep • To know and try a range of vegetables • To know how some vegetables change when cooked- making vegetable soup • To know how chocolate changes when melted (easter nests) • To know about farms and farming and food • To know about and look out for signs of spring and how the season is changing • To know the Easter story • To know about some Easter rituals and celebrations
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • To know that the beat is the steady pulse of a song. • To recognise music that is 'fast' or 'slow.' 	<ul style="list-style-type: none"> • To know how to mix different shades of paint (poster/powder) • To know how to shape and mould clay with their hands



<ul style="list-style-type: none"> • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music • Know how to join recycled materials in a variety of ways- tape, pva glue, glue sticks, stapler, hole punch, thread, split pins, treasury tags • Know how to make a colour wash • Know how to print to create different textures • Use actions, gestures, expressions and movements and sounds to recreate roles and narratives on their own and with peers. 	<ul style="list-style-type: none"> • Know how to join recycled materials in a variety of ways- tape, pva glue, glue sticks, stapler, hole punch, thread, split pins, treasury tags • To know how to look closely at objects and represent them with drawing (observational drawing of spring flowers) • To know how to draw from imagination • To look closely and describe artefacts (pisanki eggs) • To understand that a piece of music can tell a story with sounds. • To know that different instruments can sound like a particular character. • To understand what 'high' and 'low' notes are
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Important Information:

P.E. days are Wednesdays and Thursdays.

Please read with your children and practise their sounds and words as much as possible and complete the learning journal. Picture books are changed each week on a Thursday or Friday. Many children are now bringing home Ditties and reading books weekly too. Please have these in school every day so that we can continue to practise in school too.

We are enjoying the winter weather in the garden and really need to wrap up warm. Please take time and teach your child how to put on their gloves, hat and zip up their coat independently. We are having a "zip" to see who can learn to zip up their coat by themselves.

Keep the amazing Tapestry posts up! They are a great way to share experiences and the children love to show each other things that are important to them.

We are continuing the 'Show and Tell session, after school, once a fortnight, whereby you and your child can come into school for your child to talk about/show you their recent learning/activities that they have been enjoying. **This will commence on Tuesday 13th January from 3:15-3:40pm.**

Please do not hesitate to contact us if you have any questions or need any support.

Mrs Dubell and Miss Hickman