

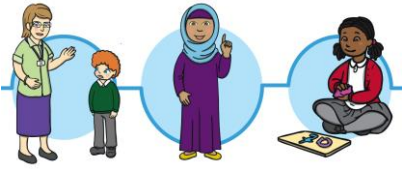


Reception Spring Term 2024

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
<p>Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> • Follow familiar routine instructions independently and adapt to class expectations • Take turns with adult support e.g. when playing a board game • 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 • Take turns during play with some support from an adult for example board games. • Partner games- copying, mirroring • 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- Understanding how to keep my body healthy • Understanding and making healthy eating choices • Understand why we need sleep • The importance of washing hands and how to do it thoroughly • Begin to discuss stranger danger
<p>Physical Development</p> 	<ul style="list-style-type: none"> • Continue to practise the correct formation of the letters of the alphabet • Write first names • Continue to practise cutting skills and use of other simple tools- stapler, hole punch • Continue to learn how to transport equipment safely • PE- locomotion- walking in different ways • Premier PE- Games- hands • Fine motor daily activities • Climbing and swinging- building upper arm strength 	<ul style="list-style-type: none"> • Writing first and last names. • Continue to practise cutting skills and use of other simple tools. • Have some awareness of healthy eating • Use tools for chopping and peeling • PE- Locomotion- jumping • Games for understanding with Premier • Zip challenge- Can you learn to zip your coat?

Communication and Language



- Focused Vocabulary based on winter- cold, snow, ice, freeze, melt, dark, light
- Can listen attentively in a range of situations- show and tell, partner talk, taking together about pictures and objects, weekend news
- Listen carefully to stories and make relevant comments and predict events
- Can retell a simple past event in the correct order.- weekend news, retelling stories and rhymes
- Using phrases and vocabulary in imaginative play- develop role play experiences- café, doctors, shop

- Focused Vocabulary based on the theme this term
- 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



- Consolidate Set 1 sounds
- Introduce Set 2 RWI sounds
- To read and write using phonics skills
- Name writing
- Write labels, captions, instructions and sentences linked to stories and non-fiction texts
- Begin to make sense of simple sentences
- Orally create a simple story
- Continue to learn the red and green words alongside reading.
- Use writing and markmaking in play situations e.g. menus, invitations, signs, notices, lists

Stories to include- Shhh We Have A Plan, A Busy Day for Birds, Lost and Found, Poles Apart

- Consolidating set 2 RWI
- Identify characters and settings in fictional texts
- An awareness of non-fiction texts
- Write simple sentences independently
- Write both names independently
- Reading and writing using phonics skills
- Continue to learn the red and green words alongside reading
- Use writing and markmaking in play situations e.g. menus, invitations, signs, notices, lists

Stories to include- Olivers Vegetables, Farmer Duck, The Big, Bad, Mole's coming, 6 Little Chicks

Maths





- Alive in 5- zero as a concept, representing numbers, perceptual subitising, 1 more/1 less, composition of numbers, whole and part of numbers
- Mass and capacity- comparing, matching and exploring capacity and mass(full, empty, nearly full, nearly empty, heavy, light, heavier, lighter)
- Growing 6,7,8- Finding collections, representing, 1 more/1 less, combining groups, pairs, odds and evens, doubles, conceptual subitising

- Length, Height, Time- exploring, comparing, ordering and sequencing
- Building 9 and 10- - Finding collections, representing, 1 more/1 less, combining groups, pairs, odds and evens, doubles, conceptual subitising
- Explore 3D shapes- recognising, naming, finding, using- cube, cuboid, cylinder, pyramid, cone, sphere
- Identifying more complex patterns

Understanding of the World

- Exploring the school environment- the garden, the school field, different areas of school building

- Exploring ways to keep ourselves healthy- sleep, eating, exercise, handwashing, teeth, screen time

	<ul style="list-style-type: none"> • RSPB big birdwatch- feeding birds, spotting and identifying common birds • Talking about winter and seasons • Comparing where we live to very cold places. • Exploring the globe. • Experimenting with water, making it freeze and watching ice melt • Looking at polar animals • Learning about the Chinese New Year.- food tasting, celebrations • (Pancake Day) 	<ul style="list-style-type: none"> • Easter rituals and celebrations • Making vegetable soup- chopping and peeling • Finding out about farms and food • Melting chocolate to make Easter nests
<p>Expressive Arts and Design</p> 	<ul style="list-style-type: none"> • Joining techniques – model making using recycled materials- tape, pva glue, stapler, hole punch and thread, split pins • Explore different textures- cornflour, dry materials, flour gloop, ice, “Pretend Snow” • Painting technique – colour wash, mixing powder paint- wintery pictures, Chinese Dragons • Printing textures- feathers, wool, foil • Collage- consolidate use of tools and techniques, select materials independently, - bird collages <p>Kapow – Music and movement Chinese New Year song and dance</p>	<ul style="list-style-type: none"> • Experimenting with paint– mixing different shades using poster and powder paint- egg decorating • Explore clay • Model making using recycled materials • Printing using a variety of objects • Observational drawings of Spring flowers • Exploring artefacts- Pisanki Eggs • Drawing from imagination <p>Kapow- Musical Stories</p>

Important Information:

P.E. days are Mondays and Fridays.

It is also essential that all children bring named Wellies in a bag to school. We are going to be using our EYFS garden instead of having breaktimes on the concrete playground (which many schools do) and will need to make the most of the area for feeding the birds, using the new rope swings and planting bulbs as well as exploring the field on Lawrance Park.

Children need a labelled water bottle in the classroom to access as and when they need a drink.

Please listen to your children read and practise their words as much as possible and complete the learning journal so that we can change their books.

Keep the amazing Tapestry posts up! They really will contribute to a wonderful memory for your child to treasure when they leave reception. Please note, in collaboration with our Trust schools, it is not best practice to complete individualised Tapestry posts each week as this, as we are sure you will understand, takes a significant amount of teacher time and therefore, can take away from time spent interacting with the children and preparing the highest-quality resources/learning opportunities for the children for the following day/week. We will continue to write a summary of learning experiences.

We will be introducing a ‘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. Please note, this will be an informal showing of work/resources between you and your child. **This will commence on Thursday 18th January from 3:15-3:40pm.**

Please do not hesitate to contact me if you have any questions or need any support, Mrs Dubell.