

## Examples of Activities

Below are some examples of taught activities, although due to the nature of the early years these are subject to change to take into account the interests of the children.

- We will move onto the next phase in phonics and will begin to learn more sounds, such as ai, igh and ee. We will apply these sounds in order to read and write words, captions and sentences.
- Mathematical learning will be focusing on numbers up to 10, where we will learn to compare, order, match, compose and represent each number.
- Using ICT to support learning i.e. websites, digital cameras, Ipads, walkie talkies and programmable toys.
- Observing/ sequencing the stages of growth for animals and plants and investigating different materials.
- Using different art materials to make objects related to the story of the week. For example we will be designing and making vehicles for use by people who help us.
- Using small world/ puppets to retell and create stories..
- Use a range of small and large equipment, such as balls, hoops and bean bags. We will take part in ball skills and gymnastics for the first half term, learning how to balance, roll and create sequences of movement.
- Share things that we enjoy or are interested in during circle time sessions.
- Spend a week focusing on Chinese New Year, completing a range of craft activities, tasting new foods, cooking and learning the story of 'the Great race'.

## Other Information

### Weather

In Reception the children use both the inside and outside area daily. As the weather can be very cold could you please ensure that your child comes to school with warm clothing. Please support your child at home to practise putting on and taking off their coats, gloves, hats and scarves.

### Water Bottle

Please ensure that your child has a named water bottle in school each day. This needs to be in addition to a drink that is part of a packed lunch.

### PE

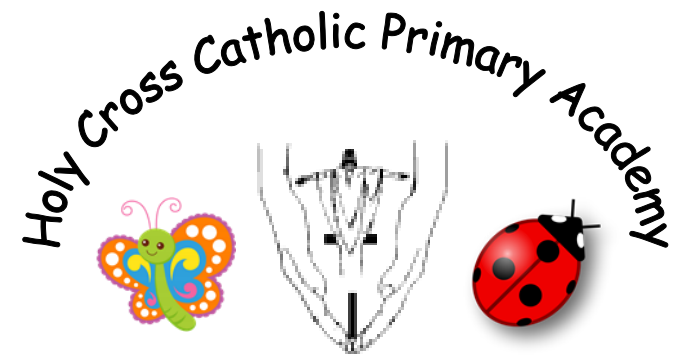
Reception will have PE on a Tuesday Please make sure that your child is wearing their full PE kit, with their PE shorts underneath their trousers. We will be doing gymnastics for the first half term and so children will need to remove their trousers, wear their shorts and have bare feet.

### Tapestry

We welcome any 'wow' moments from home to be recorded here to add to their profile and we will share them in class. Please ensure that you check your child's account regularly to see what they have been learning at school. We will continue to use Tapestry to share notices, information and Reception news. Please make us aware if you are unable to access Tapestry.

### Class Trip

During the second half of this term, we are planning a Reception visit to Barleyland's farm. Information will have been sent out about this.



## Reception

### Spring Curriculum Leaflet

#### Mrs Peters and Miss Kelly

Ms Watts







Mrs Newell

Mrs Tarling

Mrs Bennett



Through the topics of People who help us and Animals we will be covering the objectives found below.

<b><u>Personal, Social and Emotional Development</u></b> 	<b><u>Communication and Language and Literacy</u></b> 	<b><u>Mathematics</u></b> 
<ul style="list-style-type: none"> <li>To suggest rules that may be needed, and to explain the reasons for rules.</li> <li>To know that if you persevere you can tackle challenges.</li> <li>To set a goal and work towards it., and to know how it feels to be proud.</li> <li>To express their feelings and to name the feelings of others. To consider the feelings of others.</li> <li>To know how to be a kind friend, and to use kind words to encourage people.</li> <li>To take turns and know how to make friends.</li> <li>To know what being responsible means.</li> <li>To make healthy choices and know why they are good for us.</li> <li>To know how to be a safe pedestrian and how to cross a road safely.</li> <li>To eat independently, using a knife and fork.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the key events in a story, identifying the main characters and talking about their feelings. They will retell a story in their own words.</li> <li>Listen attentively in a small group situation.</li> <li>Expresses his/herself effectively, sharing thoughts in well formed sentences, using a range of connectives.</li> <li>To respond quickly with the correct sounds for graphemes.</li> <li>Uses phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Begins to read words and simple sentences.</li> <li>Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.</li> <li>To know how to use a full stop at the end of a sentence and to leave spaces between words.</li> <li>Attempts to write short sentences in meaningful contexts.</li> <li>To form most lower-case letters correctly.</li> <li>Can read and write some irregular words.</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Count on and back reliably with numbers from 1-10.</li> <li>Says one more or one less from a group of up to 10 objects.</li> <li>To represent, compose, compare and order numbers to 10.</li> <li>To know number bonds to 5 and explore bonds to 10.</li> <li>To combine two groups.</li> <li>Beginning to use the mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes.</li> <li>Orders and sequences familiar events.</li> <li>To compare Mass, capacity, height and length, and use the associated vocabulary.</li> <li>Recognises, creates and describes patterns.</li> <li>Use the vocabulary of more, the same as, and fewer.</li> <li>To share and compare equal and unequal groups.</li> <li>Make pairs and begin to recognise that some amounts have an 'odd' one.</li> </ul>
<b><u>Physical Development</u></b> 	<b><u>Expressive Arts and Design</u></b> 	<b><u>Understanding the World</u></b> 
<ul style="list-style-type: none"> <li>To hold a pencil effectively with a tripod grip.</li> <li>To copy letters, forming most of them correctly.</li> <li>Use tools competently, safely and confidently, including scissors, pencils and a knife and a fork.</li> <li>To jump and land appropriately.</li> <li>To make shapes using body parts, and to develop balance and co-ordination.</li> <li>To negotiate space and change direction.</li> <li>Moves confidently and with control in a range of ways.</li> <li>To make healthy choices and know why they are good for us.</li> </ul>	<ul style="list-style-type: none"> <li>To watch and talk about dance, and to follow the sequence in a taught dance.</li> <li>To learn and sing nursery rhymes and action songs.</li> <li>To play a pattern in time with a song- keep the rhythm.</li> <li>Plan a design and decide what materials to use for a purpose.</li> <li>Explore with a range of tools and use them safely.</li> <li>To use appropriate colours for tasks.</li> <li>To draw with detail, and from observation.</li> <li>To use props and materials to role play characters.</li> <li>To develop storylines in pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Uses familiar technology, and know that you can use a computer to research information.</li> <li>To know about the roles that people have in society, and how these roles have changed over time.</li> <li>To know about a famous person from the past.</li> <li>To identify and describe key features of our school environment.</li> <li>To know the names of common animals.</li> <li>To know common changes in the natural world.</li> <li>To know how plants and humans grow and change.</li> <li>To make predictions and give reasons for them.</li> <li>To describe materials and know that materials can change.</li> </ul>