

Understanding the world:

I can talk about where I live - I know that my school is in a town called Watford.

I can talk about the things I see in my local environment.

I can talk about the changes I notice in the seasons and talk about some of the plants I can see in spring.

How can I support my child?

Talk about what we see on our way to and from school each day - what do we pass every day?

Notice some of the signs of spring around us and help me to name some of the spring flowers we see - daffodils, crocuses and tulips.

Help me to learn the name of the road we live on and point out the names of other road such as where the school is or where friends and family live.

Expressive Arts and Design:

I can listen carefully to music, talking about what it makes me think or how it makes me feel.

I am learning to sing along to new songs, trying to match the pitch and follow the melody.

I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

I can share my creations and talk about the process and technique I have used.

How I can support my child?

Listen to different types of music together and talk to me about the music you like and how it makes you feel.

Encourage me to plan before I draw, paint or make and think about what I will need before I start.

Talk to me about my creations and encourage me to clearly explain what I have done.

General reminders

- Please ensure your child arrives equipped and ready to start school every day by 8:55.
- Please keep us informed of anything which may affect your child within school.
- Please ensure everything is labelled clearly with your child's name - clothing, bags, water bottle, coats, hats, gloves etc.
- Please read with your child every day - school reading books plus a variety of other books from home or the library - and sign their yellow diary each day.
- Speak to your child's teacher if you would like any further information on how to support your child's learning at home.

Reception Curriculum Information Spring 2nd Half 2023



Welcome to Mole and Hedgehog classes

**Our teachers are Mrs Jones and Mrs Letchford (Hedgehog Class)
and Mrs Hussain (Mole Class).**

Our teaching assistants are Mrs Hewett and Mrs Ryan.

Please remember					
	Monday	Tuesday	Wednesday	Thursday	Friday
Book bag and water bottle	✓	✓	✓	✓	✓
Library book bag	✓ Hedgehog		✓ Mole		

PE is on Monday and Wednesday (Hedgehog class) and Tuesday and Friday (Mole Class). PE kits should be worn to school on these days, plimsolls should be kept in school. All bags and items must be clearly labelled with your child's name.

A named pair of wellington boots should also be kept in school for wet and muddy weather play. We go outside in all weathers so please ensure your child brings a sunhat/warm/waterproof coat as needed.

Welcome back to the new half term.

This term our theme is 'journeys'. We will be learning about different modes of transport and journeys we take. We will also be learning about Easter. Please see below some information about what your child will be learning in each area of learning this half term.

Personal, Social and Emotional Development:

I can talk about different ways to keep myself healthy, such as regular exercise, brushing my teeth, getting plenty of sleep and having limited screen time.
I can identify and moderate my own feelings .
I can think about other's feelings and points of view.

How can I support my child?

Talk to me about ways I can keep myself healthy and why this is important.
Talk to me about different things I can do when I feel cross or upset and help me to understand how others might be feeling.

Physical development:

I can create movements in response to words and songs.
I can perform a sequence of movements.
I can form all lower case letters carefully following the correct letter patter.
I can use a range of tools safely and competently - scissors, pencils, paintbrushes, knives, forks and spoons.

How can I support my child?

Listen to songs and music with me and encourage me to make up my own moves and actions.
Give me opportunities to practise using tools such as scissors, mark making tools and cutlery at home.
Gently remind me to always form lower case letters using the correct starting point when I am writing at home. Talk to me about the 'letter families' we use to practise our handwriting.

Communication and Language:

I can listen to and talk about stories showing increasing understanding.
I can use talk to help me work out problems and organise my thinking and activities.
I can use talk to explain how things work and why they might happen.
I can make up simple stories using a familiar story to guide me.

How can I support my child?

Talk to me about stories we read together, explaining what is happening.
Help me to talk through my ideas when I am playing or making and talk to me about your ideas.
Talk to me about how and why things happen, such as how an egg changes when we cook it or where the rain comes from.

Literacy:

I like to share different non-fiction and fiction books.
I am learning to write simple sentences using the sounds I have learnt.
I am consolidating the phonics sounds I learnt in level 2 and 3 and I can spot them in words to help me read them.
I am learning to sound out and read an increasing number of words and simple sentences using the sounds I have been taught so far.
I can recognise and read the tricky words for level 2 and 3.
I can read an increasing number of common words by sight without needing to sound them out.

How can I support my child?

Give me opportunities to write e.g. a shopping list, a letter to a friend or a poster.
Listen to me reading my school reading book every day, and share my progress in the yellow home reading diary.
Read a range of non-fiction and fiction books together.
Make up stories together - you could record them, write them down together, draw them, act them out or just tell them to each other!

Mathematics:

I can understand the 'one more than/one less than' relationship between consecutive numbers.
I am learning that numbers can be arranged in different ways e.g. that 6 can be grouped into 2 and 4 or 3 and 3, but the total doesn't change.
I can say whether a number is closer to 0,5, or 10 on a numberline.

How can I support my child?

Play counting games with me such as snakes and ladders, ludo, snap or hopscotch.
Point out simple maths in everyday life, for example 'I've got 3 and you've got 3, so we've got six altogether.' 'You've got 5 cars - 2 of them are red and 3 of them are blue.'
Encourage me to 'subitise' small quantities of objects (say how many there are without counting) - 'look, there are three here and three here - six altogether.'