

Reception Curriculum Information

Spring 1st Half 2022



Understanding the world:

I can talk about how things were in the past and compare them to now.
 I can compare and contrast characters from stories past and present.
 I am developing an understanding of timelines and sequences of events.
 I am learning about simple forces and cause and effect.
 I can use technology such as an Ipad or laptop to find out information and draw simple pictures.

How can I support my child?

Look at books about castles together or find out facts on the internet.
 Talk about the timeline of their day or week and help them put the in order.

Expressive Arts and Design:

I can explore using a variety of artistic effects to express my ideas and feelings.
 I can return to and build on previous learning, making changes and improvements.
 I can create collaboratively, listening to and sharing ideas with others.
 I am developing my pencil control for drawing lines and simple shapes

How I can support my child?

Give me string, scissors, glue, tape and boxes to make a model. Talk to me about what I have made and help me to make improvements.
 Give me opportunities to practise drawing by looking carefully at an object and copying it, noticing whether lines are straight, curvy, zigzag etc.

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.

Welcome to Mole and Hedgehog classes

Our teachers are Mrs Jones and Mrs Letchford (Mole Class) and Ms Nichols (Hedgehog Class).

Our teaching assistants are Miss Geelan and Miss Coleman.

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

PE is on Monday and Wednesday (Mole class) and Tuesday and Friday (Hedgehog Class). PE kits should stay in school and 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 Long, Long Ago. We will be learning about castles including who lived in them, parts of a castle and comparing past and present. 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 build constructive and respectful relationships with others
I can talk about feeling and respect feelings of others
I can show resilience and perseverance when faced with a challenge

How can I support my child?

Encourage me to talk about how I am feeling and to express my feelings in a constructive way.
Talk to me about different things I can do when I feel cross or upset when playing with my friends.
Encourage me to keep trying when things go wrong or I am finding something tricky.

Physical development:

I can throw, catch, bounce and kick a ball with increasing control.
I can experiment with different ways of moving.
I can form lower case letters carefully following the correct letter patter.
I am learning to draw simple representations using straight, curved and zig-zag lines e.g. castles, crowns, people.
I am developing increased control when using tools for creative activities.

How can I support my child?

Play games that involve throwing, catching, bouncing and kicking balls of a range of sizes.
Give me opportunities to practise using tools such as scissors, mark making tools and cutlery at home.
Help me form lower case letters using the correct starting point when I am writing at home.

Communication and Language:

I am developing new vocabulary linked to my learning and using this in my conversations.
I can use non-fiction books to retrieve information.
I can identify key events, characters and settings in a story and retell simple familiar stories.
I can use talk to solve problems.

How can I support my child?

Talk me about new words and what they mean.
Share both non-fiction and fiction books with me.
Encourage me to ask questions and help me to find the answers (e.g. in a book, on the internet).

Literacy:

I like to share different non-fiction and fiction books.
I am continuing to build my repertoire of rhymes and songs.
I am consolidating the phonics sounds I learnt in phase 2 and I am learning the new sounds from phase 3.
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 phase 2 and 3.
I can read an increasing number of common words by sight e.g. the, and, in, on, it, mum, dad, without needing to sound them out.

How can I support my child?

Give you child opportunities to write e.g. a label for their picture or a message to a family member.
Listen to your child reading their school reading book every day, and share their progress in the yellow home reading diary.
Read a range of non-fiction and fiction books together.
Play games with key words e.g. snap, word hunt, pairs etc.

Mathematics:

I can count a set of objects accurately, pointing to each object, and know that the final number I reach is the total.
I can compare 2 sets of objects and find the difference between them.
I can recognise and write numerals to at least 10.
I can use positional and directional language such as forward, backwards, left, right, in front, behind, under, on top, next to and between.

How can I support my child?

Look for opportunities to count out objects e.g. when shopping, setting the table, sorting the washing, sharing out toys etc.
Compare small sets of objects e.g. how many more sweets have you got than me?