

Curriculum Overview for Parents and Carers

Reception

Spring Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

Overview of Learning

Ideas for Learning at Home

English



Phonics

The children will consolidate their learning from the autumn term, practising blending to read words containing Phase 2 graphemes, while introducing and building confidence in reading Phase 3 digraphs and trigraphs as they learn them.

Literacy

Linked to our topics, we will focus on a range of books, including (but certainly not limited to) A Thing Called Snow, People Who Help Us, Mr Wolf's Pancakes, What the Ladybird Heard and We're Going on an Egg Hunt.

The children will learn to talk about and retell stories using actions. We will continue developing reading and writing by applying phonic knowledge where the children are continuing to develop forming letters, spell words that match their spoken sound and read and write simple captions and sentences.

Communication and Language

The children are given a range of opportunities and support to develop their skills in communication and language across a range of key areas. We will continue to encourage children to actively engage in a wide variety of stories and non-fiction books (as well as rhymes and poems), and assist them in developing their comprehension skills.

The children will also develop their interpersonal skills by participating in class discussions and learning the importance of looking, listening and responding appropriately to the person they are speaking to.

Children will be encouraged to articulate their ideas and thoughts in full sentences, using talk to help work out problems and organise thinking, activities and possible outcomes.

Please refer to the information sheet emailed out at the beginning of term, showing all the Phase 3 digraphs and trigraphs, along with the mnemonic the children will learn alongside each one. Please also continue to listen to your child read 3 times between books being sent home on a Thursday and returning them to school on a Monday.

You could play games with your child where they have to listen to your instructions, such as a treasure hunt. Share a wide range of books and stories together including non-fiction and poetry. Talk out loud, commenting on your actions and your child's. This helps the children to hear clear, well-formed sentences. Encourage your child to have lots of back and forth conversations with other children and adults.

Maths



The children's learning will include a range of adult-led and self-initiated activities focused around the following topics:

Shapes with 4 sides: identify and name different squares and rectangles; combine shapes; identify shapes in the environment.

Alive in 5: the children will be introduced to the concept of zero, while consolidating their understanding of numbers to 5 by subitising, representing and finding one more and one less, as well as exploring the composition of number to 5.

Mass and Capacity: exploring and comparing.

Growing 6, 7, 8: the children will be introduced to the number 6, 7 and 8 and will explore representing these amounts in different ways to show how they can be made, finding one more and one less. During this unit, we will also introduce odd and even numbers and doubling.

Length, Height and Time: exploring and comparing length and height, as well as talking about time in the context of how many claps, etc. they can do in 30 seconds, as well as sequencing events.

Building 9 and 10: the children will consolidate their previous learning of numbers, now to include 9 and 10. We will also introduce number bonds to 10.

Explore 3-D Shapes: the children will be introduced to 3-D shapes and learn to recognise them in everyday life and talk about how they are used. They will also look at how we can use them to make patterns.

You can help develop your child's ability to subitise (instantly seeing how many without counting) by saying things such as "There are 3 slices of pizza left." or "Here are 2 chocolate buttons."

You could ask your child to count out a number of objects from a group, e.g. "Could you get me 2 eggs from the box of 6 eggs?"

You could make number snap cards or bingo with numerals and pictures of objects, matching the numeral with the right amount.

You could give your child the opportunity to make patterns with objects, (e.g. buttons or shells) such as 'big, small, big...' To challenge them further, you could make a mistake and talk about how to fix it together.

Science



Understanding the World: The World

Seasonal Changes: At the beginning of this term the children will be exploring the signs of winter by noticing the weather and how warm or cold it feels. They will also learn about trees in winter and the different things we might see. Later in the term, the children will learn about spring, once again studying how the weather has changed, and noticing what is happening to the trees and other plants.

Materials: During our winter topic, the children will be finding out what happens to water when it gets really cold, and exploring how we can turn it back into a liquid again. Does ice float or sink in water? What other objects will float/sink?





Animals: When learning about winter, the children will learn about animals that live in wintry conditions such as the Arctic. During our 'Down on the Farm' topic, the children will learn about different farm animals, including their babies and how they grow and change.

What signs on winter or spring do you notice on the way to school? Is there frost or ice on the ground? Are there buds and shoots starting to grow? When will the first snowdrops appear?

During bathtime, allow your child to explore which bath toys/items float or sink. Maybe you could add something to water to freeze in the freezer (or outside!) such as a toy to play with in the bath, or make some ice lollies!

Talk about the animals you see when you go out – these might be wild animals or farm animals, or even pets!

<p>History</p> 	<p>Understanding the World: Past & Present</p> <p>The children will enter into conversations about their memories of key events they might have celebrated, such as New Year's Eve/Day, Lunar (Chinese) New Year and Shrove Tuesday, as well as a longer focus on Easter.</p> <p>During our farm topic, the children will learn about what farms were like in the past and what it was like to live and work on a farm. How is it different now?</p>	<p>Talk about memories together at home – discuss the differences between your childhood experiences and theirs. What did you do at Easter as a child? Is that the same/different to your child's experience of Easter?</p>
<p>Geography</p> 	<p>Understanding the World: People, Cultures & Communities</p> <p>The children will learn about different festivals (Lunar New Year, Easter), who celebrates these and how they celebrate. During our farm topic, the children will explore answers to questions such as: What is a farm? Where can we find farms? Who lives there and what do they do?</p>	<p>Do you celebrate any festivals? How do you celebrate? Does anyone you know celebrate something that you don't? Can they tell you about it?</p>
<p>Art & Design</p> 	<p>Expressive Arts and Design</p> <p>Our art theme this term is painting as we cover the Splash and Dab unit of work. The children will learn about the work of the artists Jackson Pollock and Sir Frank Bowling. The children will experiment with using paintbrushes, their fingers, sponges, twigs, etc. to make marks with paint, including splashes and prints.</p>	<p>Are you brave enough to get the paint out and allow that creativity to flow? What marks and patterns can they make? Can you make different marks with different tools?</p> <p>Cleaner options include using food colouring mixed with water on a paintbrush to paint snow or ice outside; or when the weather is a bit drier and warmer, a bucket of water and a large paintbrush is great for making pictures on the floor or wall outside.</p>
<p>Design & Technology</p> 	<p>Expressive Arts and Design</p> <p>Designing, making and creating are at the heart of our Early Years provision. The children are designing, trialling, creating and evaluating – be it in a construction area with a range of building blocks, in the junk modelling area, in the creative area or outside with the large loose parts. The children are also given regular opportunities to develop the strength in their fingers and hand –eye coordination, as well as precision when using small tools correctly.</p>	<p>Maybe your child enjoys setting up scenes and scenarios with their toys at home, or maybe building with Lego, Duplo or other blocks. Maybe they like to get creative with cardboard boxes or cutting and sticking. All of these activities help develop skills that will enable them to be successful in the Design & Technology curriculum as they move up the school.</p>
<p>RE</p> 	<p>Understanding the World: People, Culture and Communities</p> <p>The children will explore the questions: Why is the word 'God' so important for Christians? Why is Easter special to Christians?</p>	<p>Do you celebrate Easter? What do you do?</p>

<p>PE</p> 	<p>Physical Development: Gross Motor Skills</p> <p>During PE lessons this term we will be revisiting the fundamental gross motor skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing through our Dance and Body Management units. We will use these skills to progress towards a more fluent style of moving with developing control, balance, body strength, coordination, and agility.</p> <p>In addition to our P.E. sessions, we will also be developing our fine motor skills through using large and small apparatus outside, and engaging with a range of tools with increased accuracy e.g. pencils, paintbrushes, scissors, tweezers.</p>	<p>PE lessons take place on a Friday afternoon. Please make sure your child comes to school in their PE kit including suitable trainers.</p> <p>Allow your child opportunities to be highly active and get out of breath every day. Different movements could include crawling, climbing, pulling themselves up on a rope and hanging on monkey bars. These activities will help them to develop the core strength and co-ordination needed for writing.</p>
<p>PSHE</p> 	<p>Personal, Social and Emotional Development</p> <p>The children have opportunities to enhance their development in this area through play, continuous provision and with each other. We will be supporting this even further by having planned circle times that will provide them with the opportunity for discussion.</p> <p>During PSHE lessons the children will learn and discuss:</p> <ul style="list-style-type: none"> Who keeps us safe and healthy? What are the rules when using technology at home or at school? How can we learn to care for ourselves? 	<p>Discuss with your child the questions that we will be covering. Do they understand what this means? How can we keep ourselves safe?</p> <p>What rules do you have at home about using technology such as iPads, phones or other tablets? This can include time allocations, rewards and what they are allowed to access.</p>
<p>Music</p> 	<p>Expressive Arts and Design</p> <p>The children will be encouraged and supported to play back basic rhythms on untuned percussion instruments and using body percussion.</p>	<p>Can they tap, clap or jump along to the rhythm of their favourite songs?</p>
<p>Trips, Experiences and Enrichment</p> 	<ul style="list-style-type: none"> Winter Walk (UTW: The Natural World, People, Culture and Communities) People Who Help Us Visitors (UTW: People, Culture and Communities) Theatre Experience (Enrichment) World Book Day – Animals (English) Farm Visit (UTW: The Natural World) Spring Walk (UTW: The Natural World, People, Culture and Communities) 	

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork** and **Ambition**.
These are interwoven through our curriculum and everyday practice.

