

# Spring One - Reception



## Reading

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Read some letter groups that each represent one sound and say sounds for them.

Read words consistent with their phonic knowledge by sound-blending.

Read and spell a few common exception words matched to the school's phonic programme.

Our Topic is

Traditional Tales

## Writing

Read and spell a few common exception words matched to the school's phonic programme.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write simple sentences, using known sound-letter correspondences.

We are reading



## Maths

Link the number symbol (numeral) with its cardinal number value up to 10.

Count beyond ten. Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0-5 and some to 10.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Compare the length, weight and capacity of numerous objects.

## RE

In this first spring topic, the children will talk about what a celebration means and how people celebrate. We will then compare some of the celebrations our school community celebrate. They will then learn that the parish church is like a family or community. The children will then move on to learn about some of the celebrations we have in church with the parish community.

Parent/Carer Involvement: Talk to your child about some of the celebrations you have been to, particularly those in church. Share photographs or videos on Tapestry.



## Communication & Language

Use new vocabulary throughout the day.

Ask questions to find out more and to check they understand what has been said to them.

Make comments about what they have heard and ask questions to clarify their understanding.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Listen to and talk about stories to build familiarity and understanding.

## PSED

Be increasingly independent in meeting their own care needs, e.g fastening coat, putting on their own wellies.

Build constructive and respectful relationships.

Identify and moderate their own feelings socially and emotionally.

Work and play cooperatively and take turns with others.

Think about the perspectives of others.

Show resilience and perseverance in the face of challenge.

## Physical Development

Develop preference for dominant hand and work on pencil grip and finger strength.

Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.

Begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions and other physical disciplines including dance, gymnastics, sport.

## Reminders

- 8.40 -8.55am school gate drop off.
- 3.05pm collection.
- PE day is Wednesday.
- Home link books out on a Friday and back in school by Wednesdays.

## Arts & Design

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Explore and engage in music-making and dance, performing solo or in groups.

Make use of props and materials when role-playing characters in narratives and stories.

Sing a range of well-known nursery rhymes and songs.

## The world

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (Chinese New Year Focus)