

Curriculum Notes: Reception Classes

Spring Term 2021

RELIGIOUS EDUCATION

Celebration: What and why do people celebrate?

Pupils know and understand what a celebration is.

Gathering: Why do people gather together?

Our parish family gathers together to celebrate Mass.

Growing: How and why do things grow?

Pupils will know and understand that LENT is a time to grow in love and to be more like Jesus.

The three Prime Areas are in bold.

The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life.

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

Children learn to:

- show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- show sensitivity to their own and others' needs

COMMUNICATION and LANGUAGE

Children learn to:

- make comments about what they have heard and ask questions to clarify their understanding
- offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

PHYSICAL DEVELOPMENT

Children learn to:

- demonstrate strength, balance and coordination when playing
- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

The specific areas provide the range of experiences and opportunities for children to broaden their knowledge and skills

LITERACY

Core Texts:

Spring 1 - Lost and Found by Oliver Jeffers

Spring 2 - Dear Zoo by Rod Campbell

Children learn to:

- continue to retell stories and narratives using their own words and key vocabulary
- anticipate (where appropriate) key events in stories
- read words consistent with their phonic knowledge by sounding and blending
- read aloud simple sentences and books that are consistent with their phonic knowledge
- know that information can be retrieved from non-fiction books to answer questions about where, who, why and how?
- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- begin to write simple sentences.
- Pupils learn to write some irregular common words (tricky words).

MATHEMATICS

Children learn to:

- verbally count past 20, recognising the pattern of the counting system
- have a deep understanding of numbers to 10, including the composition of each number
- compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- In practical activities and discussion, they use the vocabulary involved in adding and subtracting. Pupils find the total number of items in two groups by counting all of them.
- count in steps of 2 and 10.
- learn and use number bond facts to 10.
- recognise 'doubles' and begin to understand the mathematical concept of a half.
- order and sequence familiar events.
- can record, using marks that they can interpret and explain for example data handling.

UNDERSTANDING the WORLD

Children learn to:

- know some similarities and differences between different religions (Judaism – Passover) and cultural communities in this country
- explain some similarities between life in this country and life in different countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps
- explore the natural world around them, making observations and drawing pictures of animals and plants

- know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- understand some important process and changes in the natural world around them, including the seasons (spring and summer)

EXPRESSIVE ARTS and DESIGN

Children learn to:

- safely use and explore a variety of materials, tool and techniques
- recite poems linked to the learning focus

We have included some suggestions to help and support your child.

PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT

Your child could make a book/poster/picture about something they have found out. Please bring your work to school and share it with the class.

COMMUNICATION, LANGUAGE and LITERACY

We will be reading 'Lost and Found' in class. Can you find any other books written by Oliver Jeffers?

Here are some useful websites to support your child's phonic learning; there are some free games to access or you may consider subscribing.

<https://www.bbc.co.uk/cbeebies/shows/alphablocks>

<https://www.phonicsplay.co.uk/Phase2Menu.htm>

	https://learn.readwithphonics.com/school/phonics-games
<p>PROBLEM SOLVING, REASONING and NUMERACY</p> <p>Play number board games to reinforce their addition and subtraction skills.</p> <p>Help your child to understand that five fingers on each hand make a total of ten fingers altogether, or that two rows of three eggs in the box make six eggs altogether. Can your child spot any other patterns? Encourage and support your child to explain their observations.</p>	<p>UNDERSTANDING the WORLD</p> <p>You could use an information book or visit the library to find out some facts about penguins or anything else that interests or excites your child.</p> <p>Do you or a family member have a pet? Encourage your child to explain or find out how to look after that pet.</p> <p>Using the computer, search with your child to find out some facts about endangered animals that they can share at school.</p>
<p>PHYSICAL DEVELOPMENT</p> <p>Promote health awareness by talking with your child about the importance of exercise, healthy eating, sleep, dental hygiene and how it can have a positive contribution to their good health.</p>	<p>EXPRESSIVE ARTS and DESIGN</p> <p>Can your child retell a favourite story using home-made puppets?</p>

This term your child will bring home, in their Blue PACT Folder, an ‘I can read’ booklet reinforcing the high frequency words that the children will need to recognise on sight. Please keep these at home and encourage your child to read them regularly.

Thank you for your support.
Mrs Prior Mrs Newman