



## Reception termly information sheet

### **Welcome to the Spring Term**

We hope you find the following information useful.

The teachers in Apple class are Miss Young (Monday-Friday) and Mrs O'Sullivan (Wednesday PM). The teaching assistant in Apple class is Ms Panta. In Lime class the teachers are Mrs Dumont (Monday-Friday) and Mrs Wonnacott (Wednesday PM). The teaching assistant in Lime class is Mrs Wonnacott.

In the Spring term we will be covering two topics. In the first half term we will be learning all about Dinosaurs and in the second half we will be focusing on 'Under the Sea'.

Ms Dore will be teaching music to the children once a week. In their music lessons, Mrs Dore will be teaching Solfege (learning the solfege signs for do-re-mi etc, and learning to pitch the notes so-la-mi accurately with lots of action songs).

Both classes will be continuing with P.E. every Monday. Please ensure your child has their P.E. kit on this day.

Reading books will be checked regularly and once your child has read their book 4 times it will be changed for a new one. Please use the reading diary to record when you hear your child read, you could also use this book to make any comments. Reading books and diaries need to be in school every day.

Reception will be visiting the school library every Friday. They will choose one book to take home for the week. Please can this be returned the following Friday to make sure they can get a new one each week.

Please make sure you have set your child up with Google Classroom. This will be needed in the case of a full school closure or if your teacher needs to send a message out.

### **Phonics:**

So far in Phonics we have learnt the following sounds and harder to read words:

Phase 2; s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3; j, v, y, w, x, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa

Harder to read words: l, a, no, the, put, of, is, to, into, go, pull, as, his, he, she, buses, we, me, be, push, was, her, you, my

In phonics this term we will continue to learn the phonemes (sounds) within phase 3. Most of these sounds are digraphs or trigraphs. A digraph refers to two letters together which make one sound e.g. r-ai-n, rain. A trigraph refers to three letters together which make one sound e.g. l-igh-t, light. Your child will be familiar with this terminology and it will really help them to play games such as 'digraph detective' whilst reading books with them.

Please do not hesitate to speak to us at any time before and after school. We are looking forward to working with your child this term.

Best wishes,

The Reception Team

### **Communication and Language:**

- Children will be read to frequently and we will be engaging them actively in stories, non-fiction texts, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts.
- Through conversation, storytelling and role play, children will share their ideas with support and modelling from adults.
- Children will become comfortable using a rich range of vocabulary and language structures.

### **Physical Development:**

- By creating games and providing opportunities for play both indoors and outdoors, children will develop their core strength, stability, balance, spatial awareness, coordination and agility.
- Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.
- Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, will allow children to develop proficiency, control and confidence.

### **Personal, Emotional and Social Development:**

- Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary.
- Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

### **Literacy:**

#### **Writing**

- Using some recognisable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writing own name and other things such as labels and captions.
- Spelling words by identifying sounds in them and representing the sounds with a letter or letters.
- Writing simple phrases and sentences that can be read by others.

#### **Comprehension**

- Demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

#### **Word Reading**

- Saying a sound for each letter in the alphabet and at least 10 digraphs.
- Reading words consistently with their phonic knowledge by segmenting and blending.
- Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## **Maths:**

### **Number**

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns**

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantities.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding the World:**

### **Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### **The Natural World**

- 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 processes and changes in the natural world around them, including seasons and changing states of matter.

## **Expressive Arts and Design:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories
- Invent, adapt and recount narratives and stories with peers and adults.
- Sing a range of well known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

- Solfege (learning the solfege signs for do-re-mi etc, and learning to pitch the notes so-la-mi accurately with lots of action songs)

### **Computing**

- Explore simple sequences of pictures.
- Name external parts of a computer/ devices.