

**Spring 1 Learning Themes:** Winter/Spring, Arctic environments, Ice/Frozen, Journeys / The world, Chinese New Year, People Who help us within our community (Continued- Dentist focus). Ongoing interests as they arise within the half term\* Valentine's Day, Family Workshop, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day, Place2Be MHD, Toothbrushing Scheme, Weekly Enrichment Activities chosen by the children.



## Our Learning in Reception: Spring Term 1

**Understanding of the World (UTW)-** Children visually represent their own day on a simple timeline. Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live.

**Expressive Arts and Design (EAD)-** (Skill) Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. (Skill) Children building confidence and skill in using scissors. (Skill) Children making models and creations for their own pleasure and for events and celebrations.

**Personal, Social and Emotional Development (PSED)-** Development of managing feelings (SR) Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming prouder of themselves for achieving things such as pupil of the week. **Development of Self-awareness, keeping healthy (MS)** Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements. **Development of social Skills (BR):** Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to

**Physical Development (PD)-** Developing an effective pencil grip. Developing skill when using tools including scissors. Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. **P.E** Lessons focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, listening to music and experimenting with moving their body, copying dance moves and creating their own.

English Texts + Focus	Maths
<p>The Gruffalo's Child Lost and Found Sally's Great Balloon The Snail and the Whale The Great Race Chinese New Year</p> <p>The children will make some response to the story and use their knowledge of sounds to write words/sentences about what they have created. We will also create story maps, posters, postcards and lists.</p> <p>Answer questions- Who? (characters) What? (events) Where? (location) When? (anything to do with time) How? (How did this all happen?) Why? (Why did this happen?)</p>	<p>Introduce zero -Find 0 to 10 -Subitise 0 to 10 -Represent 0 to 10</p> <p>-1 more, 1 less -Composition of 1 – 5</p> <p>Read, write + represent numbers to 5, extend to 10</p> <p><b>Mass and Capacity</b> Compare mass -Find a balance -Explore capacity -Compare capacity</p> <p>Review 2d shapes- names, sides</p> <p><b>Continue: Talk about Measures and Patterns:</b> Compare size, mass and capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns</p>

**Communication + Language (C+L):** Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continuing to build a rapport with friends. Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.

**Literacy: Phonics/Reading-** The children will continue daily streamed RWI sessions each day. They will: Consolidate Set 1 sounds. Recognise digraphs -sh ch nk ng qu + ck zz ff, ll, ss. Know tricky words - the, to, and, no, go, I. Blend and segment known sounds for reading and spelling VC, CVC, CVCC. Introduce Set 2 if/ when ready.

**Reading Comprehension:** Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.

If you would like a more detailed breakdown of your child's learning, then please look at our Long Term and Medium-Term planning documents on our school website and/or our class page. Alternatively, please ask Miss Briggs, who will be happy to give you a paper copy and discuss it in further detail. Thank you 😊

### **General reminders**

- Water bottles are provided in school
- PE for Reception will continue to be on a Friday. Children are to come to school in their PE kits on this day.
- We ask for a £1 donation each week for snack and resources e.g. play dough
- Please make sure ALL uniform is labelled
- Spare clothes needed in a bag in school
- Follow 'North Walkden Primary School' on facebook for lots of pictures of our learning journey at school.

### **Links to learning...**

#### **Phonics, Reading and Writing**

<https://www.ruthmiskin.com/parentsandcarers/>

OXFORD

Ruth Miskin Training

Read Write Inc. Phonics Handwriting phrases

Use these handwriting phrases to help your child to remember how to form each letter correctly.

Always practise writing sitting at a table and write on paper using a sharp pencil.

1. Write the letter in the air as you say the phrase. Ask your child to practise in the air with you.
2. Help your child to say the phrase as they write the letter on paper.
3. Always praise your child for their efforts. Focus on correct formation rather than size.
4. Aim to practise with your child for a short time each day.

**m** Maisie, mountain, mountain



**a** round the apple, down the leaf



**s** slither down the snake



**d** round the dinosaur's bottom, up its tall neck and down to the feet



**t** down the tower, across the tower



**i** down the body, dot for the head



**n** down Nobby, over his net



**p** down the plait and over the pirate's face



**g** round her face, down her hair and give her a curl



**o** all around the orange



**c** curl around the caterpillar



**k** down the kangaroo's body, tail and leg



**u** down and under, up to the top and draw the puddle



**b** down the laces to the heel, round the toe



**f** down the stem and draw the leaves



**e** lift off the top and scoop out the egg



**l** down the long leg



**h** down the head to the hooves and over its back



**r** down its back and then curl over its arm



**j** down its body, curl and dot



**v** down a wing, up a wing



**y** down a horn, up a horn and under its head



**w** down, up, down, up



**z** zig-zag-zig



**q** round her head, up past her earrings and down her hair



**x** down the arm and leg and repeat the other side

