



## Reception Curriculum Newsletter

*Spring term 1 2026*

Please find information listed about the curriculum which will be taught throughout this half term.

Subject	Topic this term	Additional notes
<b>Communication &amp; Language (listening &amp; attention, understanding, speaking)</b>	The children will be continuing to take part in role-play and the retelling of stories using puppets and props in order to build their speaking and listening skills. They will be encouraged to join in with lots of songs and rhymes. Children will develop listening skills through a range of activities and follow instructions given by the adults.	Acting out different transport related occupations during our topic as part of Understanding the world and stories we read in English.
<b>Personal, Social &amp; Emotional Development</b>	Personal, social and emotional development is ongoing for children in early years and is taught across all areas of learning and at all times of the school day. It will focus on the areas: building relationships, managing self and self-regulation. Our theme this half term will be ' <b>Keeping Safe</b> '	<ul style="list-style-type: none"><li>• What's safe to go onto my body</li><li>• Keeping Myself Safe<ul style="list-style-type: none"><li>- What's safe to go into my body (including medicines)</li></ul></li><li>• Safe indoors and outdoors</li><li>• Listening to my feelings</li><li>• Keeping safe online</li><li>• People who help to keep me safe</li></ul>
<b>Physical Development</b>	<b>Fundamentals:</b> In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.	Physical Skills: Climbing, moving in different ways e.g. crawling, jumping, running  Emotional Collaboration and resilience

	<p><b>Dance 2:</b></p> <p>In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<p>Physical skills: actions dynamics space balance jump</p> <p>Social: work safely respect collaboration</p>
<p><b>Literacy (reading, writing, phonics)</b></p>	<p>Reading will be addressed through shared story time sessions as a whole class, guided reading in small groups and daily phonic sessions.</p> <p>We will begin with Phase 3 phonics where we learn the individual letter sounds and blend the sounds to read simple words and sentences</p> <p>They will bring a reading book/ game home with words matched to the phonic sounds they are learning.</p> <p>The children will continue to learn our school letter formation handwriting scheme which is linked to our phonics and they will apply this when writing their name and starting to write words and form sentences.</p> <p>Stories we will share: <b>All aboard the London bus, How to catch a star, Chocolate cake, I wanna Iguanna</b></p> <ul style="list-style-type: none"> <li>• Share marvellous me book completed over the summer</li> <li>• Label body parts</li> <li>• Create a superhero</li> <li>• Write about what they can do</li> <li>• Talk about their favourite superhero</li> <li>• Talk about what jobs their parent do</li> </ul>	<p>Phonics sound books will continue to go home for them to practice sounds we will be learning. Please help them practice at home and put it in their bag. They will be assessed weekly and new sounds provided.</p> <p>The handwriting rhymes with a picture are on the reverse of the phonics phases 2 and 3 laminated card they were provided in their welcome packs with the book bag.</p> <p>Please help them practice writing their names at home and start to write any tricky/ high frequency words they are given in their orange sound book.</p>

	<p>Talk about different jobs and the tasks they have to do. e.g. Police doctors, teachers</p> <p>Read emergency scenarios and act them out</p> <p>Read books by <b>Michael Rosen</b>, who is our class author this term.</p>	
<b>Maths</b>	<p>We will focus on</p> <ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Compare numbers.</li> <li>Recapping one / two more and less</li> <li>Explore the composition of numbers to 10</li> <li>Compare length, weight and capacity</li> <li>Subitising to 5</li> <li>Understanding odd and even numbers</li> </ul>	<p>Understanding shapes, circle, triangle and 4 sided shapes such as square and rectangle.</p> <p>Recognising shapes in the environment.</p> <p>Continuing to build on counting and having a good understanding of numerical order.</p> <p>Subitising to 5- visually seeing a number of objects and knowing the number without pointing and counting.</p>
<b>Understanding the World</b>	<p>We will focus on</p> <p>Finishing looking at Winter and compare the temperature to the Arctic.</p> <p>Learn about Arctic animals.</p> <p>Understand the types of transport.</p> <p>Understand how transport has changed over time.</p> <p>Compare planes from past to present and learn about the Wright brothers</p>	<ul style="list-style-type: none"> <li>Compare the Arctic to the UK</li> <li>Identify Arctic animals.</li> <li>Write about polar bears.</li> <li>Identify types of transport.</li> <li>Complete a traffic survey.</li> <li>Talk about their findings.</li> <li>Compare transport from the past to present.</li> <li>Learn about the Wright brothers</li> </ul>

<b>Expressive Arts &amp; Design</b>	<p>Each day the children will have access to both construction and craft areas where they can make models and creations of their choice in addition to planned art and craft activities. Children will be encouraged to draw and mark make using different mediums.</p> <p>The children will enjoy singing and creating music on their own and with others, play a range of musical instruments and understand and explore how music is created.</p>	<ul style="list-style-type: none"> <li>Using different mediums such as paint, crayons and pastels to mark make.</li> <li>Create a painting of a bus using paint.</li> <li>Develop a sense of pulse through movement and dance activities</li> <li>Listen to louder and quieter pieces of music and sounds.</li> <li>Sing a range of rhymes and short songs using 'hand patterning' to demonstrate pitch.</li> </ul>
<b>RE</b>	<p>The children will participate in daily acts of worship.</p> <p>Being special: where do we belong?</p>	<p>Learn about Why Christians believe children are special to God.</p> <p>Learn that we belong to similar/ different groups or clubs.</p> <p>Learn about baptism.</p> <p>Learn about how Muslims celebrate the birth of a child.</p> <p>Learn about Hindu's celebration festival, Raksha Bandhan.</p>

#### Other Useful Information

#### Equipment

Just a reminder about equipment. Children may bring to school:

- A small book bag **without large keyrings** as they take up too much room in their tray.
- No pencil cases please – stationery will be provided.
- A small, named bottle of **plain water** every day please. We have noticed some children are bringing in squash.
- PE pumps labelled with their name left in a PE bag in school.
- A pair of wellies left in school with their name in.
- A pair of socks and 2 pair of knickers labelled with name, in case they have an accident. These will stay in school.

• Sound books will be updated on weekly basis and reading books changed accordingly. Library books given out and returned on or before the following Friday.

Please ensure children are in full school uniform including school shoes, no trainers please (unless a note has been sent in to the class/ Head teacher beforehand or a conversation has been had about why they have no school shoes available).

No jewellery (apart from a watch if they wear one).

Please label all items clearly with your child's name, especially cardigans and jumpers!

It has been a busy, action- packed term and we are looking forward to this one and continuing the children's learning journey. Don't forget to share, on Tapestry, your adventures and extra learning you do at home.

Thank you for your support

Miss Partington and Mrs Lilley