

Curriculum Newsletter Spring 2

Reception

Growth Mindset mantra	Embrace the Challenge!
This Half Terms Topic/Themes	This Half Term we are linking our learning to our new topic area: Story Book Island! Based on how much the children in the class have shown a love of pirates and fairy tales, we are sharing these interests through books and play.
Maths	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0-5 and some to 10. • Explore symmetry- opposite, reflection, match, other way round. • Partitioning numbers to 10. • Know number bonds of numbers to 10. • Use special reasoning which now involves rotating and moving shapes to solve problems. • Can say how many are missing from 10 showing confident understanding of number bonds.
Literacy	<ul style="list-style-type: none"> • Read a few common exception words taught through Level 2 and 3 of our Phonics programme. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Writing short captions independently. • Begin to read or write a simple sentence e.g. I can see a fat rat. • Spell words using Level 2 and some Level 3 digraphs. • Spell Level 2 tricky words e.g. I, go, no, to, the • Hold pencil effectively (tripod grip) to form recognisable lowercase letters. • Starting to use some uppercase letters. • Clear when forming ascenders and descenders. • Focus on developing a comfortable way of writing. • Be able to make anti clockwise movements and vertical lines
Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Know that some people are older than others including grandparents older than parents. (Begin to understand the concept of generations) • Recognise that some stories are set a long time ago. • Know that stories and books can tell us about the past. • Recall special people in their own lives. • Begin to know that some photographs and drawings represent the past. • Use Photographs, stories and non-fiction books to find out about life in the past and make simple observations. • Recognise some interests and achievements from their own lives and the lives of their families and friends. • Know animals are living things. • Talk about where animals live and what they need to survive. • Explain the life cycle of some animals. • Name various insects.

Physical	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball • Confidently and safely use a range of large and small apparatus and outside, alone and in a group. • Object control- sending and receiving various equipment in different ways and using different skills. • Play small sided games using the skills they have learnt. • Use their fundamental movement skills by applying them into sport specific games. • Correctly Form Curly Caterpillar Letters
Communication and Language	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Connect one idea or action to another using a range of connectives. • Know the days of the week in order. Can say which day comes next. • Predict what might happen next. • Use category names and explain the difference between things in the same category or find the odd one out.
Personal, Social and Emotional	<ul style="list-style-type: none"> • Manage their own needs: personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: tooth brushing, regular physical activity, healthy eating, having a good sleep routine, being a safe pedestrian, Sensible amounts of 'screen time • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Can explain what they need to do to stay healthy • Recognise how exercise makes them feel • Can give examples of healthy food • Can explain what to do if a stranger approaches them
Expressive Art and Design	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. • To understand that a piece of music can tell a story with sounds. • To know that different instruments can sound like a particular character. • To understand what 'high' and 'low' notes are.