

Spring 2 Reception Information and Topic overview

Welcome to Spring Term 2

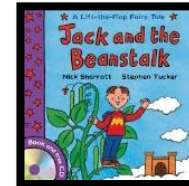
This term we hope to use Tapestry for some 'Show and Tell' learning opportunities. Each week teachers will choose three or four children from each class to share their own stories of what they were like when they were babies. When it is your child's turn, we will ask you to post some photos and/or videos and to tell us where your child was born so that each child can share their home experiences with their friends in the classroom.



Our Topic this term is 'New Life'

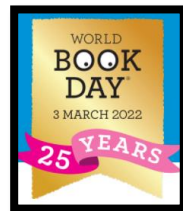
The themes we will cover are

Signs of Spring
Growing
Life Cycles
Babies and growing
Caring for pets
Where was I born?
Where do my family originate from?



Our focus story is 'Jack and the Beanstalk'

Reading



Our trip to the library last term was fantastic. Reading daily to your children will really make a difference. Why not join Whitley Library to be able to borrow from a great range of books?

- Children will learn to blend the sounds they know to read words. To read a short phonetic sentence
- Read some words using "Fred in your Head"
- Begin to identify 'special friends' such as sh, ch, nk, ng in words like shop, chop, pink, ring
- Know some 'red words' by sight and begin to apply when making early writing attempts *I, to, said, the,*
- Begin to read alien words which don't make sense e.g.: fap, pim, son, yink
- Learn to continue a rhyming string and to attempt to read and write one e.g.: mat, sat, cat, fat, rat, rat.

Enrichment activities

Living Eggs; 14th March

We will be hatching some chicks in school. The eggs will be delivered to our reception classes and we will be able to watch the chicks hatching and growing over a 2-week period!



Advance notice: Reception school trip in June to:



More details to confirm date and payment to follow soon

This term: **School Nurses** will be in school on **Thursday 7th April** to undertake height and weight screening for all Reception children

Mathematics

White Rose Maths Building 9 and 10 and Consolidation

We will be learning about:

- Length and height
- Time
- Number bonds to 10
- 3D shape

Patterns

Daily counting to 20 and beyond

Focussing on one more /less than given a number to 10

Providing regular opportunity for subitising. Using dice /other flashcards of pictorial representations on 10 frame or other to encourage recognition of different quantities to 10 at a glance

Stories and rhymes

TitchTall-J Aldborough

Jack and Beanstalk

Pattern Fish

Nine naughty Kittens

10 black dots-D Crews

Personal and Social Development

Understand that if I persevere I can tackle challenges

Talk about/share experiences of a time I didn't give up until I achieved my goal-when I was a baby I learned to crawl/talk

know what it means to feel proud

Set a goal and work towards it

Can use kind words and actions to encourage personal and social development

Understand the link between what I learn now and the job I might like to do when I'm older

Learn about school motto on our jumpers

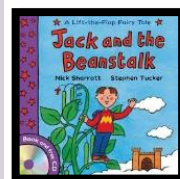
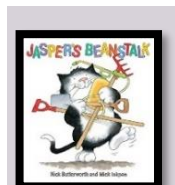
Aspire/Believe/ Achieve

Show care when looking after pets/living eggs, chickens. Buzz etc

Show care and interest when growing a bean/seed and when exploring garden Link events (in books, real life)

Spring Term 2

New Life



Communication, Language and Literacy

Describes familiar texts with more detail and begins to justify thoughts

Asks questions about familiar aspects of their environment and their learning.

Talk more confidently about why things happen and uses new vocabulary learnt.

Articulate ideas in improved formed sentences. Talks about some past events-'When I was a baby' with more clarity expression

More familiar with the language and sequence of rhymes and songs taught

RWInc

blend sounds to read words and simple sentence.

Use Fred fingers more confidently to identify how many sounds are in a word.

Identify 'special friends' in wordssuch as 'sh' or 'ch'-'shop/chop'

Begin reading words using "Fred in your Head"

Begin to read 'alien' words

Can continues a rhyming string. E.g.; cat, mat, sat, rat

Lear to sight read and apply Red words::he, she, be, no, my in early writing attempts

RWI expectation: : Read red story books

Comprehension

Uses modelled story language during imaginary play and discussions about stories Request favourite stories. Can sequence events and talk about different characters

Writing

Can write their name with most letters formed correctly. Develop further control over size, orientation and pressure.in using writing tools

Attempt simple words, captions and phrases using phonetic knowledge and apply some known sight words.

Understanding the World

Past and Present

(History)

Long ago stories (Peepo)

Talk about 'When I was a baby'

When my teacher was a baby

Old and New clothes

Comment on images of familiar situations in the past.

Celebrate and learn about Shrove Tuesday

People, Culture and Communities.

(Geography/RE)

Know that we live in a town-can name Reading

Talk about features of our town

Through stories and non-fiction texts observe features of other environments such as farm animals on farms in countryside

Learn about Easter

Physical Development

Gross Motor Moves confidently in a range of ways; develop skills including rolling - crawling - walking - jumping - running - hopping - skipping - climbing.

Fine Motor Skills:

Write ascenders and descenders above and below the line.

Hold scissors effectively to cut a wavy or zig zag line. Model and practise drawing lines/circles/shapes/ tracing. Add some detail to drawings such as eyelashes to facial features or windows to buildings

Expressive Arts and Design

Art and DT

Drawings /paintings/collages of plants and animals

Study artist; Van Gough-Sunflowers

Music

Vivaldi seasons – Spring

Use percussion to create sequences of patterns

Introduce vocabulary such as volume, pitch. rhythm/beat

Role Play

Engage in imaginary play such as garden centre,, flower or farm shop to extend language and to learn about real life situations through play