



8<sup>th</sup> January 2023

## Reception Curriculum Information for Spring Term

### Challenge activity:

We would like your children to make a home suitable for an animal from the Arctic or Antarctic. Shoe box size would be perfect so that we can display your child's work within our setting. We will be asking the children about their Ice World shoe box and what they have learnt about the animal/animals it is made for. We would like all Ice World shoe boxes in by Friday 26<sup>th</sup> January.

This newsletter is to inform you about what the children will be learning. Our topic this term will be Ice Worlds and we will be looking at stories such as The Snowman, The Gruffalo's Child and non-fiction books.

Many skills are ongoing and will be re visited so that the children can consolidate their learning and apply their skills in different contexts. We are teaching the skills (written in this newsletter) through the interests of the children, so each class could be doing slightly different activities under the same topic heading. Please be assured that the learning opportunities for every child will be the same.

### **Coats:**

Please can you support your child/children to do their coats up independently; there are lots of children who are still unable to do this. Please could you consider attaching your child's gloves to some elastic and thread the elastic through their coat sleeves. We know this sounds incredibly old fashioned, but it would really help your children and our staff to keep the right gloves with the right child.

### **Outside Area:**

The children have access to the outside area as part of their learning. We will continue to encourage children to go outside in all weathers. With this in mind, please ensure that your child has the appropriate clothing for the season. We would like to take the opportunity to stress how important it is to name all items of clothing, especially hats and gloves.

If it snows, we will be going out! Please send your child to school with their wellies.

### **Resources:**

We are continually trying to build up collections of materials, resources and objects during the year. It is our intention to use them for indoor and outdoor play and activities. We would very much appreciate it if you could donate any of the following if you have them;

- Foil sweet wrappers
- Pine cones
- Pebbles
- Corks
- Sticks
- Small World Characters – e.g lego characters
- Junk modelling items (we are unable to accept egg boxes or toilet roll tubes.)
- Newspaper
- Bubble wrap
- Foil
- Dry pasta & porridge oats





Our Curriculum this term:

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

#### **Making Relationships**

- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Keep play going by responding to what others are saying or doing.
- Initiate conversations, attends to and takes account of what others say.
- Begin to explain own knowledge and understanding, and asks appropriate questions of others.

#### **Managing Self and Self-Regulation**

- Adapt own behaviour to different events, social situations and changes in routine.
- Understand that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.
- Be aware of boundaries set, and of behavioural expectations in the setting.
- Show resilience and perseverance in the face of a challenge

### **Communication and Language**

#### **Listening and Attention**

- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Follow directions.
- Begin to maintain attention, concentrating and sitting quietly during activities when appropriate.

#### **Understanding**

- Responding to simple instructions.
- Respond to why and how questions.
- Respond to instructions involving a two-part sentence.
- Begin to understand humour e.g. nonsense rhymes and jokes.

#### **Speaking**

- Use a range of tenses (e.g. play, playing, will play, played.)
- Use intonation, rhythm and phrasing to make the meaning clear to others.
- Build up vocabulary that reflects the breadth of their experiences.
- Extend vocabulary by grouping and naming, exploring the meaning and sounds of new words.
- Use language to imagine and recreate roles and experiences in play situations.
- Use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen.

### **Literacy**

#### **Linking Sounds and Letters**

- Continue to learn sounds of individual letters and digraphs (two letters that make one sound.)
- Use their phonics knowledge to write and spell words for themselves.





- Continue to learn the sound and letter correspondence so they can write independently. (Know what the letter looks like that makes the sound they want to write.)

### Reading

- Know that information can be retrieved from books and computers.
- Explore and experiment with sounds, words and texts.
- Hear and say the initial sound in words.
- Segment the sounds in words and blend them together and know which letter represents some of them.
- Begin to read words and simple sentences.
- Read a range of familiar and common words and simple sentences independently.
- Enjoy an increasing range of books.

### Writing

- Ascribe meaning to marks they see in different places.
- Give meaning to marks they make as they draw, write and paint.
- Write their own name with the correct formation.
- Link sounds to letters, naming and sounding the letters of the alphabet. (e.g 'ay' is the name for a, 'see' is the name for c. We will always distinguish between the letter sound and letter name for the children.) Please do not encourage your children to sound words out using letter names.
- Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation.
- Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Re-read what they have written to check that it makes sense
- Write recognisable letters, most of which are correctly formed.

### Mathematics

- Count objects to 10, and begin to count beyond 10
- Count out up to 6 objects from a larger group
- Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Estimate how many objects they can see and check by counting them.
- Find one more and one less than a given number.
- Record using marks they can interpret and explain. (make jottings)
- Subitise (recognise quantities without counting)
- Automatically recall number bonds up to 5 and some bonds up to 10.
- Use everyday words to describe position (on, under, next to, above, below, in front, behind)
- Find items from positional and directional clues.
- Use language such as greater, smaller, heavier or lighter to compare quantities.
- Order two or three items by length.
- Order two items by weight or capacity





- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Begin to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.

### Understanding the World

#### **People and Communities**

- Enjoy joining in with family customs and routines.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

#### **The World**

- Talk about why things happen and how things work
- Ask questions and comment about things they see around them.
- Look closely at similarities, differences, patterns and change.
- Ask questions about why things happen and how things work.
- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

#### **Technology**

- Know that information can be retrieved from computers.
- Complete a simple program on a computer
- Use ICT with age appropriate computer software.
- Can create content such as video recordings, stories and/or draw a picture on screen
- Can use the internet with adult supervision to find and retrieve information of interest to them.

### Expressive Arts and Design

#### **Creating with Materials**

- Understand that different media can be combined to make different effects.
- Uses simple tools and techniques competently and appropriately.
- Share their creations, explaining for process they have used.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

#### **Being Imaginative and Expressive**

- Create simple representations of events, people and objects.
- Play cooperatively as part of a group to develop and act out a narrative.
- Sing in a group or on their own increasingly matching the pitch and following melody.





Headteacher: Mrs J Toyer BA (Hons) Email: [head@highamferrers-inf.northants-ecl.gov.uk](mailto:head@highamferrers-inf.northants-ecl.gov.uk)  
Deputy Headteacher: Mrs S Miller BA (Hons) PGCE School Business Manager: Miss G Wright

- Invent, adapt and recount narratives and stories with peers and their teacher.

## Physical Development

### **Moving and Handling/Gross Motor Skills**

- Travel around, under, over and through balancing and climbing equipment.
- Show and understanding of the need for safety.
- Jump off equipment and land appropriately.
- Avoid dangerous places and equipment
- Move with control and co ordination
- Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Move with confidence, imagination and in safety.
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.

### **Fine Motor Skills**

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### **Health and Self Care**

- Know and talk about the different factors that support their overall health and wellbeing – regular physical activity – healthy eating – tooth brushing – sensible amount of ‘screen time’ – having a good sleep routine.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Yours sincerely

Mrs Miller  
Mrs Betts  
Miss Tayabji  
Mrs Campbell

