

Dear Parents and Carers

Below are some of the things we will be covering in Reception Class before the Easter break. We hope you find this useful in understanding some of the things your child is learning at school and how you might be able to support them at home.

The Foundation Stage Curriculum is split into 7 areas. Three of them are now known as the 'prime areas'

*** Personal, Social and Emotional Development * Communication and Language * Physical Development**

These work together and are fundamental in supporting the other areas.

The other four are referred to as the 'specific areas'

*** Literacy * Mathematics * Understanding the World * Expressive Arts and Design**

If you have any questions, please come in and speak to us.

Prime Areas

Personal, Social and Emotional Development

- explore what it means to show sensitivity to other people's needs & feelings through drama/puppets/role play/stories- participate in games/activities that encourage collaboration and playing in different friendship groups
- Building Learning Power - ongoing reference made to BLP characters (Barry Beaver; Magic Mirror; Ali Ant; Derek Dragon) & their associated characteristics within daily activities to build up independence and resilience when learning
- continue fostering engagement in conversations with a higher focus on taking into account the ideas of friends and others
- exploring conflict & disagreements and how to resolve/find a compromise (through real life situations/stories/puppets etc)
- explore our feelings through ongoing identification/labelling; associated behaviours and appropriate expression
- explore what it means to show sensitivity to other people's needs & feelings through drama/puppets/role play/stories-

Communication and Language

- questions - question words i.e. where, when, how, who, what; their purpose; when we use them; meaningful questions; listening & asking
- Pobble 365 - pictures - What can you see? (Children to describe i.e. a black cat, a twisted tree) What do you think? (drawing conclusions i.e. It's going to rain because the clouds are black) read and discuss 'story start'; introduce new vocabulary and discussion points
- focus child - Show & Tell - questions (categorising; yes/no)
- CD player - Listening to stories/music - independently
- R Time - listening to peers and sharing experiences
- Story time (at least x2 a day) - questions/vocabulary/predictions
- following instructions (treasure hunt/barrier games/PE)
- songs and rhymes (at least 3 a day)
- model and encourage talking through thoughts & ideas during play - running dialogue

Physical Development

- fine motor control activities to support pencil grip
- Health & Wellbeing event week (wb30.2.20)
- Go Noodle - (great website www.gonoodle.com) daily 2 active & one mindfulness activity
- Forest Schools (every Friday morning)
- cutting with scissors (& transporting safely)
- changing for Forest School
- continue ongoing reference in daily routines and activities to keeping safe and healthy
- using a knife & fork effectively to cut up food

Specific Areas

Literacy

- reading a range of genre (including non-fiction)
- Read, Write Inc - groups - writing books
- writing table & resources (inside & out)
- introduce 'My Writing' books - free writing
- telling stories - adults scribe (developing story sequence & vocabulary collection)
- cvc word/caption games
- writing for purpose i.e. labels for personal models, labelling pictures, shopping lists etc
- Pobble 365 once a week (pictures as stimulus adult directed)

Mathematics

- Time - My day (morning, afternoon, evening etc); days of the week; months of the year
- securing number recognition & ordering to 20
- securing number bonds to 5 and 10
- comparing and combining groups up to 10
- 1 more and 1 less than to 10
- compare & use vocabulary associated with weight and height
- recording numbers through games/activities
- 3D shapes - Kims game/feely bag/shape hunt
- activities involving halving and sharing

Understanding of the World

- Focus children- Show & Tell - sharing own lives
- Pancake Day - 24th Feb
- Easter - our traditions & the Easter Story
- St Pirans Day - 5th March - traditions
- tadpoles - lifecycle of a frog/butterfly
- Spring - changes in the outdoor environment
- Forest Schools
- stories from different cultures
- Planting bulbs/seeds
- use of Bee Bots; CD player; Learn Pads; Alexa
- continue Safety Online unit

Expressive Arts and Design

- small world play in tufty tray
- junk modelling
- dancing/moving to different types of music
- using shakers/claves to follow; extend and create own patterns/rhythms
- creating own pictures using ripping/cutting technique explored in art week (drawing and cutting put pictures and adding to scene (3D)
- observational drawings of tadpoles
- painting & colour mixing
- deconstructed role play (boxes/sheets etc)

Things you could do at home to support your child

Read/share a book at least 3 times a week with your child (don't forget to record it in your child's reading record so that they can collect special stickers and badges with their friends)	Find out about Cornwall and visit somewhere locally (there are lots of free things to do)	Allow your child to use their own knife and fork to cut up their food	Identify when you are feeling happy, sad, scared, angry. What does it feel like? How can we express each feeling appropriately?
Use the games in your Homework pack to support your child's confidence and independence with reading and writing	Questions - encourage your child to use questions to find out information and to answer questions with appropriate responses	Invite a friend around for a play date or meet them at the park	Set up a 'treasure hunt' where your child has to follow instructions carefully
Muddle the number cards in your homework pack and try to put them in the correct order or choose some randomly and place from lowest to highest	Check out the Go Noodle website www.gonoodle.com (our class LOVE it)	Practise using scissors to snip and cut paper	Explore the outside environment and look for patterns and how nature changes through the seasons (what happens in Spring?)
Help your child to understand how to keep safe when using computers, laptops, tablets and phones etc	Make pancakes for Pancake Day!	Plant something and watch it grow	Create your own piece of art work using paint, crayons, collage materials, things from outside etc
Get your child to tell you a story and write it down for them (exactly as they say it) and bring it to school so that we can share it	Go on a 2D or 3D shape hunt around your house or outside. What shapes could you find?	Find out who the tallest person is in your family	Find out about the lifecycle of a frog