**Reception Class Planning Spring Term – 2.1**

Dear Parents and Carers

I hope you had a lovely Christmas and a Happy New Year to you all. Below are some of the things we will be covering in Reception Class before the spring half-term break in February.

Please make sure that you have signed up to our class Edmodo page just in case at any point we need to step over to online learning. If you are unsure of your login details then please ask.

Don’t forget that 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**

These areas include essential skills and knowledge for your child to participate successfully in society.

If you have any questions, please come in and ask.

**Prime Areas**

**Personal, Social and Emotional Development**

- playing games/activities that encourage cooperation, turn-taking and sharing fairly

- taking a closer look at the Building Learning Power (BLP) characters i.e. Barry Beaver, Derek Dragon, Magic Mirror and Ali Ant and focus on identifying and fostering the characteristics of each within daily activities

- encouraging children to engage in conversations during their play and take into account others’ ideas

- exploring conflict through the use of stories, puppets & experiences and how to resolve/find a compromise

- further explore feelings (happy, sad, angry, scared) and their associated behaviours in ourselves and others

- asking for help when needed and exploring how we can help ourselves when we are stuck

**Communication and Language**

- When it is your child’s turn to be the focus child, they will be asked to bring in something for a ‘Show and Tell’ session with the class – the class will ask yes or no questions to try and discover what it is before your child talks about their chosen object

- exploring alliterative sentences i.e. Happy Henry had a hopping horse

- identifying rhyming pairs in stories and creating our own rhyming strings – cat, hat, mat, sat, fat

- using the pictures on [www.pobble365.com](http://www.pobble365.com) as a stimulus to discuss ‘what can you see?’ and ‘What do you think?’ (inference)

- using the CD player to listen to stories and play Listening Lotto games

- participate in ‘R Time’ – where we listen to our peers thoughts, ideas and experiences to get to know each other a little better

- telling known stories and creating own

- following instructions during everyday routines and more than 1 at a time i.e. can you put the book away and then get your coat

- following instructions through games like treasure hunt or barrier games

- daily storytime where we predict what is going to happen, take part in telling the story, ask and answer text related questions

- Science Talk activity cards

- daily interactions with peers and adults

**Physical Development**

- continue securing correct pencil grip and control and forming letters correctly

- use the Go Noodle website [www.gonoodle.com](http://www.gonoodle.com) – to explore movement and mindfulness activities

- Forest Schools (every Friday morning)

- fine motor control activities and games i.e. use of tweezers, threading, pegboard patterns, hammer and nails pictures etc

- gross motor activities and games that develop coordination i.e. use of ribbons, building with big bricks/boxes, starjumps

- cutting with scissors (& transporting safely)

- scooters and playground equipment

- creating and using obstacle courses that involve balancing, climbing over and under, sliding etc

- keeping ourselves safe – think about risks

- continue ongoing discussions about healthy eating and healthy life choices – what makes a healthy human?

- throwing and catching with different sized balls and equipment and using targets

**Specific Areas**

**Literacy**

- regular reference made to correct letter formation using Read Write Inc mantras i.e. ‘down Maisy up, mountain, mountain’

- reading a range of books at storytime including fiction, non-fiction, poetry, fairy tales etc

- daily Read Write Inc sessions – children are grouped by ability

- writing table with a range of writing tools and resources

- introduce ‘My Writing’ books for free writing and drawing

- cvc picture and word/caption matching games

- introduce writing labels for models that we make

- Pobble 365 ([www.pobble365.com](http://www.pobble365.com)) writing task (1 a week) with a focus on I can see … for this half term

- purposeful writing opportunities linked to in the moment activities i.e. taking orders in the cafe; labelling treasure maps, shopping lists etc

- creating own stories – adult scribes

**Mathematics**

- secure number recognition to 5/10/20

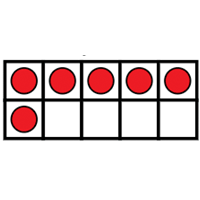
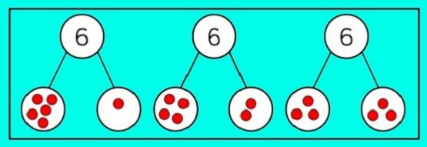
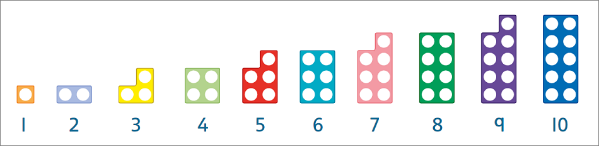
- counting out sets from a group i.e. get me 9 cubes from the box, pass me 3 pears from the fruit bowl

- number formation and recording numbers

- estimating & then counting sets of objects accurately

- ordering numbers to 5,10 or 20

- using Numicon/10 frames/part-whole model/beads/beanbags etc to explore number composition and number bonds to 5/10



- comparing numbers to 10 – more/less

- combining groups - adding 2 or more sets

- spatial awareness – positional vocabulary i.e. on top, next to, under, in-between

- 2D and 3D shapes

**Understanding of the World**

- take time to look at patterns (rubbings; magnifying glasses; binoculars) & observe changes outside

- what was Christmas like for your family?

- Spring – changes in the outdoor environment

- Forest Schools

- stories from different cultures

- Planting bulbs/seeds

- use of Bee Bots; CD player; I Pads

- begin Safety Online unit and how to stay safe online

**Expressive Arts and Design**

- small world play

- junk modelling

- dancing/moving to different types of music

- painting & colour mixing

- musical instruments – following patterns; making own and playing to music

- role play area

**Things you could do at home to support your child at home**

**Questions you could ask your child**

1. What is something I always say to you?
2. What makes me happy?
3. What makes me sad?
4. How do I make you laugh?
5. How do I make you sad?
6. How old am I?
7. What is my favourite thing to do?
8. What do I do when you are at school?
9. What am I really good at?
10. What is something I am not good at?
11. What is my favourite food?
12. What do you enjoy doing with me?

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| 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) | Make up your own treasure hunt, including instructions, for a family member | Visit the Go Noodle website, it’s free & we love it!  <https://www.gonoodle.com> | Listen to rhymes and make up your own versions and create silly sentences with your names i.e. Silly Sally sat on a squid! |
| Use the cards in your Homework pack to make cvc (cat)/ccvc (twig)/cvcc (pond) words | Complete the handwriting sheets in your Homework Pack | Meet a friend for a walk | Look at the BLP characters – Barry Beaver, Magic Mirror, Derek Dragon and Ali Ant and how they help us with our learning |
| Play sound/listening games and go on a listening walk or hunt | Play games or make things that involve following instructions | Practise using scissors to snip and cut paper | Explore the outside environment and look for patterns and how nature changes through the seasons |
| Roll a dice and do that many actions i.e. starjumps, bunny hops, tiptoes, throw and catch a ball or a cushion | Get to know some 3D shapes (cube, cuboid, sphere, cylinder, cone) and find them in the inside and outside environment | Learn a new song | Explore different ways to make numbers to 10 using different objects |