

Dear Parents and Carers

Below are some of the things we will be covering in Reception Class before the spring half-term 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.

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 speak to me.

Prime Areas

Personal, Social and Emotional Development

- continue weekly carousel of games/activities that encourage children to work with each other
- BLP - re-introduce characters and focus on identifying and fostering characteristics within daily activities
- encouraging children to engage in conversations with each other & taking 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 associated behaviours in ourselves and others
- re-cap on NSPCC - PANTS and Pantosaurus song

Communication and Language

- focus child Show and Tell with the class - round 2 (questions)
- jokes and nonsense rhymes; alliterative sentences and rhyming strings
- Chicken Licken storypacks
- CD player - continue listening to stories
- R Time - listening to peers and sharing experiences (Paraphrase passport)
- telling known stories and creating own
- following instructions (treasure hunt/barrier games)
- identify patterns i.e. what generally happens to baddies in stories?; draw conclusions (the sky's gone dark it must be about to rain); explain (it sand cause it was too heavy); predict; speculate (what if....)
- Alan Peat sentence progression - continue using connective openers (first, next, after that, finally); question sentence (show and tell) and ? symbol; simile sentence i.e. her jacket was as red as a rose

Physical Development

- continue correct pencil grip & letter formation
- Introduce Penpals - daily handwriting (workbook 1)
- continue Go Noodle
- Forest Schools (every Friday morning)
- fine motor control activities and games
- gross motor activities and games
- cutting with scissors (& transporting safely)
- continue ball/beanbag skills (throwing & catching, kicking, targets)
- keeping ourselves safe - think about risks
- continue ongoing discussions about healthy eating and healthy life choices

Specific Areas

Literacy

- daily dinner menu (inc packed lunches)
- daily writing 'challenge' - cvc words
- reading a range of genre (including non-fiction and poems)
- Read, Write Inc - grouped
- Penpals - handwriting scheme - workbook 1

- writing table & resources; My Writing books
- telling stories - adults scribe (dev story sequence & vocab) - act out in role play
- cvc word/caption games
- writing labels for models
- rhyming strings
- weekly adult directed writing task

Mathematics

- securing number recognition to 20
- counting sets of objects accurately (grouping)
- ordering numbers to 20 (including random nos)
- Numicon - securing number bonds to 10
- introducing 1 less and securing 1 more than
- adding 2 sets of objects (counting on)
- introduce subtraction
- comparing weight & height (vocabulary)
- introduce money - coin value
- estimating and counting
- recording numbers to 20
- 3D shapes - Kim's game/feely bag/shape hunt

Understanding of the World

- take time to look at patterns (rubblings; magnifying glasses; binoculars) & observe changes outside
- what was Christmas like for your family?
- Learning about Poland - language (hello, goodbye, please, thank you, 1-10) & traditions
- Spring - changes in the outdoor environment
- Forest Schools
- stories from different cultures
- Planting bulbs/seeds
- use of Bee Bots; CD player; Learning Pads
- begin Safety Online unit

Expressive Arts and Design

- weekly small world play in tufty tray
- junk modelling
- dancing/moving to different types of music
- painting & colour mixing
- marble painting
- musical instruments - following patterns; making own and playing to music
- role play area

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?

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)	Take a look at the NSPCC website & learn the Pantosaurus song! https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/	Visit the Go Noodle website, it's free & we love it! https://www.gonoodle.com/	Find some jokes or nonsense rhymes and bring them to school to share with their class
Use the cards in your Homework pack to make cvc (cat)/ccvc (twig)/cvcc (pond) words	Complete the handwriting sheets in your Homework Pack	Invite a friend around for a play date or meet them at the park	Look at the BLP characters - Barry Beaver, Magic Mirror, Derek Dragon and Ali Ant and how they help us with our learning
Use the Chicken Licken story pack with your child when it comes home	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
Learn to say 'hello' and 'goodbye' in another language	Get to know some 3D shapes (cube, cuboid, sphere, cylinder, cone) and find them in the inside and outside environment	Look at money and what each coin is worth - sort coins	Explore different ways to make 5 or 10 i.e. 5+5; 2+8; 3+7