

Parents' Noticeboard

PE this term will be on a **Tuesday**.

PE kits will be sent home at the end of each half term to be washed.

Play & Learn Session

Thursday 15th February 2018

9.00am-10.00am

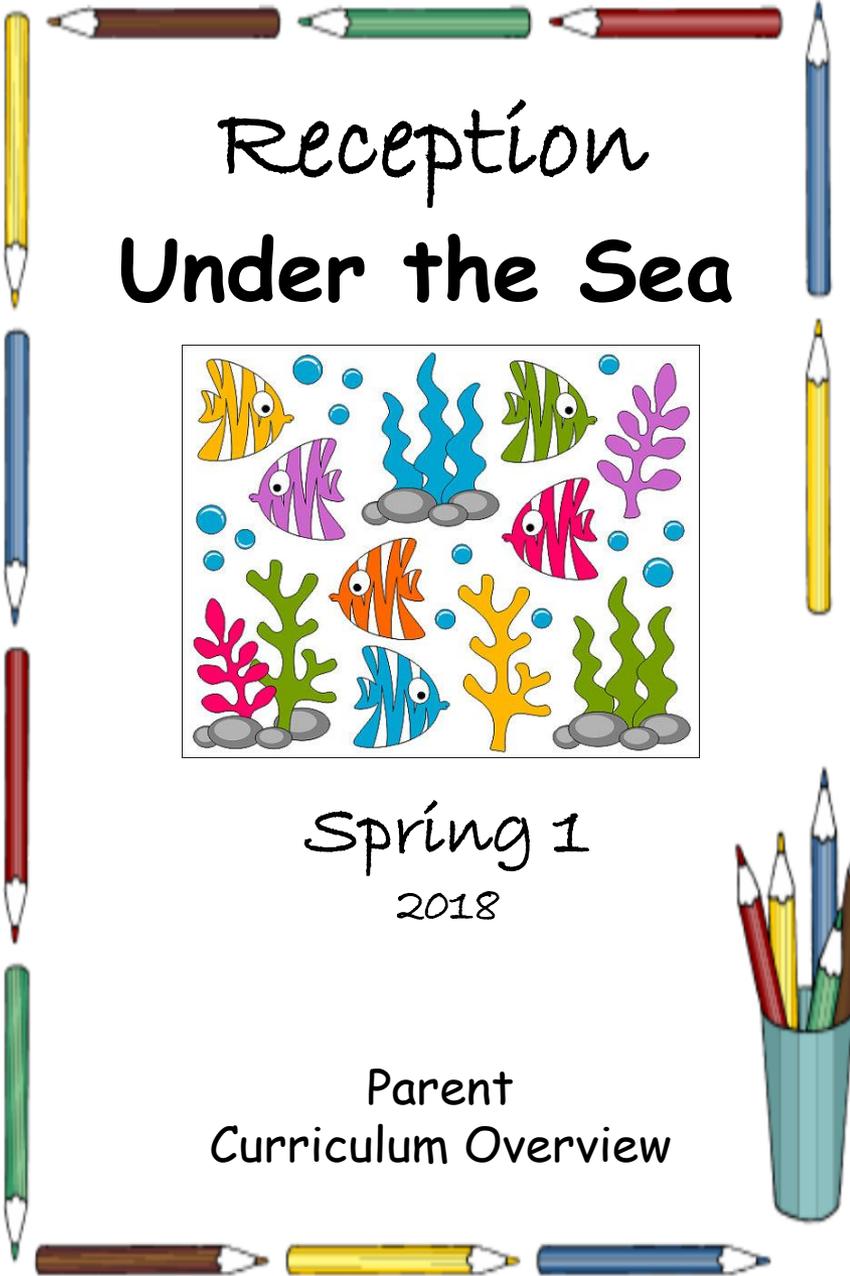
Watch out for weekly BLOGS informing you of what your child has been learning that week.

The author of the half term is **Julia Donaldson**. If you have any of her story books, we would love to share them with the class at story time.

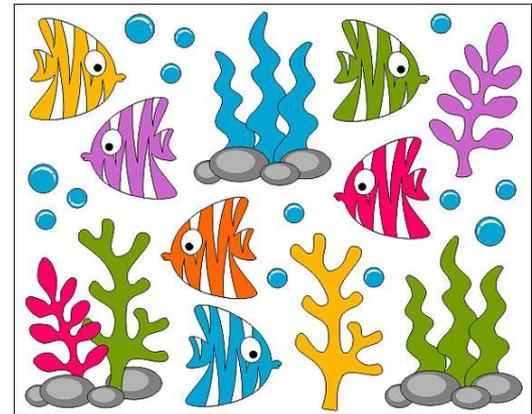
Also if you have any information books about 'Under the Sea' we would love to share them too and learn more exciting facts about sea creatures!



Thank you from all the Reception staff



Reception Under the Sea



Spring 1
2018

Parent
Curriculum Overview

This term our topic is 'Under the Sea'. The children will be learning about the creatures that live in the sea, visiting the Sea Life Centre and at the end of the half term learning about Chinese New Year.

This Spring Term Reception are learning...

Communication & Language

- To listen carefully in different situations with good attention and concentration
- To continue to sit quietly during an activity.
- To respond to instructions involving a two part sequence e.g. pick up the pen and put it in the pot.
- To be able to follow a story without pictures or props.
- To listen and respond to ideas expressed by others in conversations or discussions.
- To speak clearly, showing awareness of the listener.
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- To use a storyline or narrative into their play.

Expressive Arts & Design

- To continue to explore the different sounds of instruments and how these sounds can be changed.
- To continue to explore how colour can be changed by mixing primary colours together and black and white.
- To continue to use various construction materials to make models.
- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and form e.g. painting/collaging sea creatures, using reclaimed materials, printing.
- To continue build up a repertoire of songs and dances, responding to music by imitating movement e.g. Dragon dancing
- To act out well known stories e.g. Billy's Bucket, Chinese New year.

Personal, Social & Emotional Development

- To continue to play together, share and take turns.
- To be able to talk about what they know and ask appropriate questions of others
- To develop confidence to try new activities and ask for help.
- To work collaboratively as part of a group .
- To persevere to complete self chosen and directed tasks.
- To take steps to resolve conflicts with their peers by finding a compromise.
- To show sensitivity to others' needs and feelings.

Physical Development

- To continue to hold a pencil using the tripod grip and 'froggy legs'.
- To handle tools, objects construction and malleable materials safely and with increasing control.
- To continue to travel with confidence and skill around, under, over and through balancing and climbing equipment.
- To understand about the importance of exercise and healthy eating.
- To understand safety and managing risks when approaching new challenges and activities.
- To use scissors to cut straight and curved lines.
- To form some letters correctly - one armed robot letters (see Literacy)

Understanding the World

- To continue to talk about their families and special events in their own experience.
- To join in with different customs and festivals e.g. Chinese New Year
- To show care and concern for living things and the environment
- To make observations about the environment, looking at the seasons (Winter) and explaining why some things occur, and talk about changes.
- To make observations about living things e.g. sea creatures and how they are different from one another.
- To talk about different sea creatures and how they look, move, what they eat etc.
- To use I pads to access age appropriate software e.g. Purple Mash.

Literacy

- To continue write their first name and last name independently with all letters correctly formed.
- To continue to hear and say the sounds in simple 2, 3 and letter words.
- To continue to use phonic knowledge to blend sounds together to read simple 2, 3 and 4 letter words.
- To read words and simple sentences, using sound buttons and sight vocabulary.
- To use phonics to spell simple words.
- To write simple sentence using phonics to spell words e.g. 'I can see a fish.' using finger spaces and full stops.
- To write a Wanted Poster.
- To write a fact file about a sea creature.
- To label a picture using arrows.
- To hear and match rhyming words.
- To begin to correctly form some letters of the alphabet: One Armed Robot Letters: r, n, m, h, p, b
- To spell some common exception words: he, she, me, be, was, you, they are, all, my her.

Phonics

The children continue to have daily phonic sessions. This half term they will be revising the sounds they have already learned. These are listed below. They will be practising the skills of blending to read and segmenting to write. They will practise these by reading and writing simple sentences. New sounds will be introduced when the children are ready.

Phase 2 Sounds:

Set 1- s, a, t, p

Set 2- i, n, m, d

Set 3- g, o, c, k

Set 4- ck, e, u, r

Set 5- h, b, f, ff, l, ll, ss

Phase 3 Sounds:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

ch, sh, th, ng, ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo.

Please refer to your Phonics booklet for more information and detail.

Mathematics

- To recognise and write numbers to 20.
- To select the correct numeral to represent up to 20 objects.
- To accurately count a set of objects by saying one number name for each item.
- To count objects beyond 10.
- To count an irregular arrangement of 20 objects.
- To place numbers in order to 20.
- To use and understand ordinal number i.e. 1st, 2nd, 3rd etc.
- To say the number that is one more than a given number.
- To say the number that is one less than a given number.
- To identify which is more or less when comparing two groups of objects, using the vocabulary more, less and fewer.
- To estimate how many objects they can see and check by counting them.
- To use the vocabulary involved in adding and subtracting
- To find the total number of items in two groups by counting them altogether.
- To subtract by taking away.
- To recognise and name 3D shapes and use some mathematical vocabulary to describe them. e.g. faces, curved, flat
- To select a particular named shape.
- To order two or three items by height and length using direct comparison.
- To order two or three items by capacity using direct comparison.
- To begin to use everyday language related to money.
- To recognise and describe coins: 1p, 2p, 5p, 10p, 20p, 50p, £1.
- To continue to recognise, create and describe repeating patterns.
- To continue to describe their relative position such as 'behind' or 'next to'.

Please remember to keep practising your core words on your green, blue or yellow card.