

Reception Curriculum Overview for Parents Spring Term

Literacy

Daily Supported Reading – for 20 minutes each day.

Core book Texts:

We will be exploring a core book over a 2–3-week period where we will think about making predictions, summarising and sequencing the story, learning new vocabulary and making links to our writing.

Core books this term will be:

'The Very Busy Spider' (linking to having an author study of Eric Carle and producing artwork linked to Franz Marc), **'Rain'** (linking to geography looking at other locations across the world), **'Supertato'** (linking to heroes and people who help us) and **'The Teeny Weeny Tadpole'** (linking to lifecycles and observation of changes happening).



Throughout core book time we will also make links to other fiction and non-fiction texts that relate to topics covered in the stories.

Handwriting – (using the Little Wandle formation patterns and starting to look at the Pen Pals Scheme)

A focus on letter formation and letter families in phonic sessions and any writing activities. Number formation in maths sessions.

- Continue to work on letter formation for lower case letters.

Phonics – Little Wandle Scheme

Each daily 20 min session for this term will be focusing on phase 2/3 of Little Wandle (initial sounds and digraphs / trigraphs). We will also continue to introduce new tricky words to read and spell, plus revising all previous sounds learnt.

We will be having a big focus on how to decode words using their phonic knowledge. For example, ch/i/p = "chip".

(Please follow links to [Little Wandle](#) parents page to access pronunciation and formation guide for each letter.)

The following YouTube page also shows Little Wandle phonics sessions being taught and has a session for each letter sound / digraph we have taught so far and will begin to show Spring too:

[Autumn Term Reception lessons - YouTube](#)

Mathematics

- Recap numbers 0-5 from the Autumn term.

- Explore numbers 6-10 in depth.

- Look at different representations of numbers to 10 for example:



- Look at ways to make numbers

(composition) to 10. For example, with the number 7 it can be made with:

$$7+0=7 \quad 6+1=7 \quad 5+2=7 \quad 3+4=7$$

- Say one number for each item in order (pointing to each item carefully as we count).

- Recognise up to 5 objects quickly without counting ('subitising').

Please follow this link to [White Rose Maths](#) parents page for more ideas of how to support your child.

Communication and Language:

-To listen to stories and respond with relevant comments and questions.

- To share storylines in play or recall events accurately through their talk and discussions. *For example, linking their play in the home corner to real cooking experiences.*

- Articulate their ideas and thoughts in well-formed sentences. *For example, through talking about what they would like to make in the creative area or what they predict a story might be about.*

-To follow instructions with several actions.



Understanding the World:

- Recognise some similarities and differences between life in this country and life in other countries. (Linked to core books used in class).



- Explore the natural world around them. In our own outside areas and through Forest School.



- Describe what they see, hear and feel whilst outside.

Computing

- Introducing children to internet safety and how to stay safe online.



Expressive Arts and Design:

-To plan and construct with a purpose in mind e.g. drawing a bus, constructing it out of junk modelling and then having it to play with.

- Sing in a group or on their own, increasingly matching the pitch and following the melody. (Song sack sessions every Thursday).



Physical Development

The children will be having PE sessions every Tuesday from January.

- To show good control and co-ordination in large and small movements through the use of tools such as hammers, scissors, pencils, knives and forks.
 - Confidently and safely use a range of large and small apparatus.
 - Practise and develop holding their pens and pencils in a tripod grip.

Tripod Grip



- 1 - Tall Finger (side)
 - 2 - Thumb (pad)
 - 3 - Pointing Finger (tip)
- All fingers are slightly bent.



PSED

-To take turns and take account of one another's ideas.
 - To be confident to speak to others about own needs and interests.
 - To understand the need for physical activity and a healthy diet.
 - To persevere when they find things challenging.



Home Learning

Please support your child at home with their learning by:

- ✓ Daily reading sessions with books sent home.
- ✓ Reading and spelling of tricky words.
- ✓ Practising letter sounds we have taught and sent home.
- ✓ Completing home learning tasks given through emails or physical resources.



Trips/Visits Dates:

- Forest School – Spring 2
- Song sack – each Thursday
- A trip to the local fire station – Spring 2
- Parents to come in for story café