

9th January 2017

Reception Curriculum
Spring Term

Dear Parents/Carers,

Welcome back to a new, exciting and enjoyable term in Reception. We know you will be interested in a summary of the activities your child will be undertaking during this term. Our weekly outline of activities will, of course, continue to be displayed on our notice-board, positioned outside on the wall where you enter the outdoor area, next to the gate. This information will also continue to be uploaded on to the school's website (Reception Class page) each week. Activities will always be differentiated according to your child's strengths and needs and, as we know, children progress at their own pace. Activities will also be varied to incorporate your child's interests, ideas and needs. P.E. lessons and I.C.T./Computing will continue to take place each Friday morning.

Topics

We have a few mini topics this term. Within our topics we are focusing on specific themes. This half-term they include:

'Polar Lands' – Arctic and Antarctic

Within the theme 'Arctic and Antarctic' we will compare life in these polar lands to life here in Bolton. This will include:

- Identifying the Arctic and Antarctic on a globe.
- Finding out the similarities and differences between the Arctic and Antarctic.
- Finding out where penguins and polar bears live.
- Learning facts about both penguins and polar bears.
- Creating our very own melted snowmen.
- Creating our own igloos.

In two weeks, we will be celebrating '**Chinese New Year**'. This will include:

- Reading the Chinese New Year story - to find out how the animals of the Chinese Zodiac decided who would have which year named after them
- Celebrating the year of the rooster
- Tasting different foods from China

At the end of this half-term, we will continue to compare life here in Bolton to life abroad. We will use **'Buildings'** as our main focus for comparison and will look at the following:

- Buildings in many different countries
- Different types of buildings within our community
- Houses and homes
- Buildings in the past
- Different building materials
- Special buildings - church/mosque/temple/synagogue etc

We will continue with the topic on **'Buildings'** after the February half-term break. Within this topic we will focus on the themes:

- Castles
- The Royal Family

We will end the term by learning about the season of **Spring** and the celebration of **Easter**.

Through these topics all areas of the Early Years Curriculum will be covered. This includes both the prime and specific areas.

Personal, Social and Emotional Development: Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour

Physical Development: Moving and handling
Health and self-care

Communication and Language: Listening and attention
Understanding
Speaking

Understanding the World: People and communities
The world
Technology

Expressive Arts and Design: Exploring and using media and materials
Being imaginative

The majority of our Mathematic and Literacy-focused activities will also be based around the current theme. However, we will be focusing on specific objectives in Mathematics and Literacy over the next term.

Mathematics: Numbers and Shape, Space and Measure

- Confidently recognising numerals 0 to 20 (particularly 12, 13, 15, 20) and beyond.
- Ordering numbers to 20 and then beyond.
- Writing numbers to 20 correctly, remembering to always start in the correct position.
- Counting reliably more than 20 objects, lining up and then touching the objects as we count.
- Counting out up to 20 objects from a larger group.
- Selecting the correct numeral to represent 1 to 20 objects.
- Confidently identifying **1 more** or **1 less** than a number from 1 to 20 and beyond.

- Confidently finding **1 more** or **1 less** from a group of up to 20 objects.
- Recognising the '+', '-', '÷' and '=' signs.
- Using **objects** to add and subtract two single-digit numbers, for example, $6 + 5 =$.
- Using a **number-line** and **counting on/back** to add and subtract two single-digit numbers.
- Solving problems including **sharing/division**, for example, $10 \div 2 =$.
- Using **language** such as 'more or less', 'greater or smaller' to compare two numbers.
- Using the language of 'more' and 'fewer' to compare two sets of objects.
- **Estimating** how many objects can be seen and checking by counting them.
- Creating more complex **patterns** (using colours, shapes, objects).
- Recapping **2D** and **3D shapes**, describing their features, for example, 'How many corners do they have?' 'How many sides?' 'How many faces?'
- Introduction to **time** (hour/half-past).
- Introduction to **money** (recognising different coins, using money to pay for items).

Literacy: Reading and Writing

- Identifying **fiction** (pretend/fairy stories) and **non-fiction** (real/information) books.
- Developing an understanding of how information can be found in non-fiction texts (using the contents page) to answer questions about, 'Where, Who, Why and How?'
- Using our knowledge of the letter sounds to attempt **writing for various purposes**, such as lists, stories and instructions.
- Writing **labels** and **captions** on drawings.
- Confidently writing our own full names from memory.
- Saying a word that **rhymes** with another given word. For example, if you say 'fan', can your child think of a word that rhymes? eg 'man', 'can'.
- Our main focus after half-term will be on **fairy stories**. We will be encouraging the children when reading to understand the elements of stories such as the main character, sequence of events and openings, for example 'Once upon a time', and endings 'happily ever after'. We will also be creating and writing our own fairy stories using our own made-up characters. The children will be expected to listen to stories with increasing attention and recall and to describe main story settings, events and principal characters.

Phonics

- The children will be continuing to improve their reading and writing skills by:
 - recognising all sounds, including the 'two letter sounds', for example, 'ie', 'ar'. 'oa'.
 - beginning to learn the alternative ways of making these two letter sounds, for example, 'ie' can also be written, 'igh, y, i-e, '. (*This will be taught after February half-term. The first half-term of this term will be spent recapping the original two letter sounds. We will complete all of these original two letter sounds next week. They will be sent home as usual*).
 - independently recognising and writing the high-frequency words, including the tricky words when reading.
 - making our reading more fluent by sounding out words in our head and not out loud.
 - hearing and saying sounds in more complex words in the order in which they occur to spell given words correctly.
 - using our phonic knowledge to write words in ways which match their spoken sounds.
 - creating and writing our own simple sentences, remembering to leave 'finger spaces' between words and re-read what we have written to check that it makes sense and help remember the word that comes next in the sentence.
 - knowing that English print is read from left to right and top to bottom.
 - understanding that the letters not only just have sounds but also **names**.
 - learning how to make our writing smaller and make it sit on a line.

Please continue to share your own story books as well as your child's school reading book. You might also want to discuss these themes at home with your child.

For example,

- when focusing on **Buildings**, you might point out letters/words and numbers on street signs, shops and doors; counting how many windows you can see on a particular building; noticing different types of buildings in the area where you live and the different materials that have been used to make them (glass, wood, concrete, brick, plastic etc).

We always welcome visitors from outside school, especially parents or family members who may wish to share their knowledge. They are very much appreciated and are of great value to the children. For example, last term a local dental hygienist explained to the children how to keep their bodies and teeth strong and healthy. If you feel that you have any knowledge/expertise in the themes that we are covering in this next term, we would very much welcome your involvement and contributions.

Once again, please do not hesitate to see your child's Key Person/Class Teacher, if you have any questions about the curriculum or your child's progress.

Thank you for all your support. We know it makes such a difference to your child's progress.

Yours sincerely,

Miss Houghton.
(Early Years Lead)