



CURRICULUM OVERVIEW & KEY INFORMATION

Reception

Spring Term 2025

Welcome to Reception

We hope you had a wonderful Christmas break and that your child is looking forward to the start of the Spring term. Miss Oakley and I are really looking forward to the term ahead. We have a great curriculum this term, details of which can be found on the next few pages. Remember to also check the diary dates for the term and our weekly newsletters, all of which can be found on School PING/the school website.

Here are some reminders about the different things that your child will need this term:

Resources for Reception

Please provide the following resources for your child:

- Water bottle that is labelled with your child's name and pre-filled with water before your child comes into school.
- Suitable, waterproof coat, wellies and waterproof clothing that will be kept in school and children will wear when learning outdoors in wet weather.
- Spare pair of underwear/trousers/socks/tights to be kept in school in a labelled bag, in case of an accident.

Parent Share

Here at Winwick, we use Evidence Me to observe and track the children's progress. Last term, we held a parental meeting to share with you details of how this can be used by parents/carers at home to support this process. If you would like any further information about Evidence Me, please contact the school office who will be happy to make an appointment with Miss Platt (Class Teacher).

Miss Platt and the EYFS Team.

YEAR GROUP KEY AREAS

Maths

Below you will find a range of resources to help develop your child's mathematical understanding. In class this year, we will be learning:

- How to recognise and write numbers to 5
- Adding numbers with in 5
- Subtracting numbers with 5
- Counting to 20 forwards and backwards
- Recognising and naming simple 2D shapes
- Recognising and name 3D shapes
- Ordering objects by size - from smallest to biggest & biggest to smallest
- Comparing objects that contain different liquids (capacity)

At home you can use a range of objects including coins, toys and counters to practise the above skills or if you wish you can download the different activities for your child to complete (they may need support with these).

Phonics

In class, we practise our Phonics everyday following the Little Wandle Phonics Scheme. If you wish to practise Phonics at home you can find useful information in the Phonics section of our school website and you can also use Jolly Phonics and watch Mr Thorne does Phonics. In class, all children will be working through the Spring sounds:

Reading

Please can you read with your child and listen to them read as often as possible. When reading with your child ask them the following questions:

- Is it fiction or non-fiction? How do you know?
- Who is the story about?
- How does the story end?
- What do you think will happen next?
- Who is the hero in the story? Who is the baddie?

Depending on the text you might want to ask more specific retrieval based questions.

Flash Cards and Word List:

Please continue to practise reading the flash cards and reception tricky word list with your child. Once they are confident at reading them encourage them to write them.

Home Learning ideas to support your child.

- Talk to your child about what they can see in the night sky.
- Talk about the change of the seasons from Autumn to Winter.
- Make 2D/3D Rockets with shapes, sticks and small parts.
- Involve your child in handling money, 1p, 2p, 5p, 10p and 20p coins would be great, talk about what is different about them.
- Create different space objects using a range of recycling materials.
- Talk to your child about the animals that they might see in their local environment and how to look after them.
- Collect and order a range of items that can be ordered from smallest to biggest.
- Make pictures of different animals and dinosaurs using a range of media.
- Involve your child in handling money, 1p, 2p 5p & 10p coins would be great, talk about what is different about them and practise buying objects.
- Make a bird feeder/bird bath and write a set of instructions about how you did it.



KEY INFORMATION

HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework
- Homework will be a range of different activities across the academic year. These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/appointment for you.

PE Kits & Trainers – to be worn on PE Day:

Our PE Day this term will be: **WEDNESDAY**

Please ensure that children are in a suitable PE kit - in line with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

Resources

Please provide your child with the following:

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply sunscreen to your child prior to the school day. A labelled bottle of sunscreen can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.

For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website too!

'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love'.

PSED –Living and Learning Together



Children will be learning how to look after animals and begin to understand that pets need our care.

We will also be learning how to play with other children and work in a group. We will begin to understand how we express different feelings and what can make us happy, sad, and angry and how we can help make our self better when we are angry. We will also be learning how to make up with friends when we fall out and how to sort things out when we don't agree.

Communication and Language.

Children will also be given lots of talking opportunities including circle time, retelling stories and talk during structured play.

We will continue to extend vocabulary, using new vocabulary relating to animals and science in a range of context. In addition, we will be learning how to use more complex sentences, e.g and/because.

Asking and answering questions

Communication and Language.

Reading

- Recognise and generate rhyming words.
- Hear and say initial sounds in words.
- Consolidate basic concepts about print
- Application of phonic knowledge to decode words.
- Discriminate between capital letters and lower case letters.
- Recognition of high frequency and tricky words.
- Begin to answer questions about the texts they have read.
- Continue to learn and apply Phase 3 Phonics sounds
- Phase 3 Letters and Sounds

Communication and Language.

Writing

We will be learning how to: Leave spaces between words, use a capital letter at the start of a sentence and begin to use a full stop at the end of a sentence. Begin to understand that a verb is an action word. Break the flow of speech into words to compose a sentence. Develop oral rehearsal – think it, say it, write it, read it. Write short sentences and begin to write for a range of purposes, for example, messages, speech bubbles, simple instructions and non – fiction labels. In class we will be writing : lists of animals with wings; sentences about animals with wings; a class book about different animals with wings; labels During provision children will have free access to a wide variety of writing tools and materials. e.g. pencils, pens, crayons, chalk, markers, whiteboards, magnetic letters. During shared writing activities children will experience writing for a variety of purposes. Regular shared writing opportunities. Fine motor skill exercises- Fiddle finger trays to improve fine motor skills. Orally rehearsing captions and sentences to support writing process, begin to leave spaces between words. Represent individual words by using the correct initial/ medial/final sounds Orally segment and write phonetically plausible attempts at phase 3 words. Begin to write some phase 3 common irregular words in their writing. Write all the letters in the alphabet.

Religious Education (R.E.)

Unit Names – Stories Jesus heard, Stories Jesus told, Easter

We will be learning about the life of Jesus and how we can be good friends. In Spring 2 We will be Learning about the Easter story, Easter Gardens and why people put crosses in their garden's at Easter.

CLASS VALUE THIS YEAR: **Courage**



Understanding the World

Seasonal changes and their impact/ changes from Autumn to Winter Geography - Cold Places **Reception** – Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them



Children will be learning about the different life cycles of animals and how they differ. We will also be exploring the different habitats in which animals live.



Physical, Social, Health & Economic Education (P.S.H.E.)

Living in the wider world – Keeping myself safe

- What do we put into our body?
- What is safe to put in our body and what is dangerous?
- How can I be safe indoors and out?
- How do I stay safe online?
- What does the word trust mean?

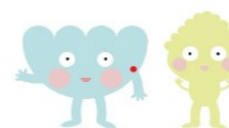


Living in the wider World - Rights and Responsibilities

- How can we care for our world?
- Can I look after money?
- How are families different?

Physical, Social, Health & Economic Education (P.S.H.E.)

My Happy Minds



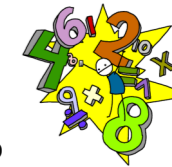
Appreciate

- We are learning how to be grateful for other people
- We are learning how being grateful makes you feel.
- We are learning to be grateful for activities and times we feel happy about.
- We are learning how to be grateful for ourselves.

Relate

- We are learning how to be a good friend.
- We are learning why getting along with others is so important.
- We are learning why listening is so important.
- We are learning what Active Listening is.
- We are learning about our emotions and how if feel when we are not getting along with others.

Mathematics



During structured play children will have free access to a range of number, shape and space equipment, e.g number lines, number squares, magnetic numbers, clocks, scales, counters, die, 2D and 3D shapes,

Shape, Space and Measures.

We will be looking at ordering objects based on there height and length. Using different amounts of liquid to compare quantity. Looking at the days of the week and the order in which they go.

Numbers (secure use of numbers 1-15)

- Combining two groups of numbers.
- Looking at different representations of numbers.
- Different ways to make 10.
- Counting backwards from 10.

Expressive Arts and Design



Develop fine motor skills- painting, drawing, printing, cutting, sticking, rubbing, moulding.

Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.

Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Assume a role- recreate stories using the stage and costumes, can they create own props?

Physical Development

In PE this term we will be working on our ball skills and learning how to roll to a target, stop a ball effectively as well as developing accuracy when throwing to a target.

Use a pencil and hold it effectively with correct pencil grip and form recognisable letters. Handle tools, objects, construction and malleable materials safely and with increasing control, developing pincer grip and thumb opposition.

Dance and movement related to the Space and Chinese New Year.

Traveling safely in a range of ways crawling, hopping, leaping, skipping, running, etc.

Ball skills– Rolling, passing and catching.

Dough Disco and Fine motor skills trays – snipping and weaving

Physical Education



- Ball skills
- Rolling a ball with accuracy
- Stopping a rolling ball
- Developing accuracy when throwing a ball
- Bouncing and catching a ball
- Dribbling with a ball

Your child must come to school in their school PE kit with trainers on these days