




Reception Curriculum Information Spring Term 2024

Year group teachers:	Miss Donnelly – Early Years Lead Miss Donnelly and Mrs Bond RBD Mrs Batten RBA Miss Brown RB
Year group support staff:	Mrs Coleman, Mrs Spalding, Mrs Bird, Mrs Lewis, Miss McRae, Miss Ramsey, Miss Bloomfield
Dates for the diary: 	<p>Wednesday 31st January 9:15 to 10:30 – Maths Learning Morning You are invited in to school to learn about how we teach maths in school. You will have the opportunity to work with your child and explore some of the strategies we use in school. Teachers will be available for you to ask questions. We will also give you your child's passwords for Numbots, an online maths resource.</p> <p>Chinese New Year 10th February 2024 to 24th February 2024 A variety of activities will be available to support Year of the Dragon celebrations.</p> <p>World Book Day Thursday 7th March 2024 Information about whole school events will follow. https://wordsforlife.org.uk/ ~ Book Day ideas for families</p> <p>Library Visit Date to be confirmed</p> <p>Please refer to diary dates on the website/newsletter https://www.fairfieldandcolneis.co.uk/</p>

Curriculum areas to be covered this term in:

Personal, Social and Emotional Development (PSED):
Self-Regulation
Managing self
Building Relationships

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives.

Children continue to be supported to manage emotions, develop a positive sense of self and are supported to understand and explain the reason for rules and knowing right from wrong.

Children will discuss how to be a safe pedestrian prior to our local walk to the library.

Through adult modelling and guidance, children will show greater understanding of the school charter and values. The charter and behavioural expectations will be explored through discussions and stories.

Adults will guide children’s interactions to develop and maintain friendships, being supported to find solutions to resolve simple conflicts and rivalries.

BE: RESPECTFUL
BE: FORGIVING
BE: KIND

Children will learn about the importance of dental hygiene and how to use an effective tooth brushing routine. They will explore different factors that support overall health and wellbeing including mindfulness, healthy choices for food and drink as well as sleeping well.

SCHOOL CHARTER:

- We always do our best
- We are kind, helpful and gentle
- We learn from our mistakes
- We are safe because we care for people and property



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Communication and language:

Listening, Attention and Understanding Speaking

The development of children's spoken language underpins all areas of learning.

Children are read to regularly and engaged in active stories and rhymes. Staff support children to learn and understand new vocabulary. Through conversation, story telling and role play, children explore using a range of vocabulary such as repeated phrases from familiar stories.

Children share their ideas with each other and staff with sensitive questioning that invites them to elaborate on their ideas and observations.

- Listen to and talk about stories. (Listening Attentively)
- To use talk to work out problems and organise thinking and activities, and to explain how things work and why things happen. (Attention)
- Learn new vocabulary linked to topics. (Understanding)
- Express a point of view and to debate when we disagree with an adult or friend using words as well as actions.
- Use full sentences to express ideas and feelings using conjunctions (and, because etc.) including the use of past, present and future tenses. (Speaking)

Physical Development:

Fine and Gross Motor Skills

Physical activity is vital in children's all-round development and good health, enabling them to pursue happy, healthy and active lives. The children will use the character below to help them.

Each year at around this time we think about ways we can keep healthy and look after our bodies. We will be using these characters to help us.



Children will have opportunities for physical play both indoors and outdoors throughout the day no matter the weather. There will be repeated and varied opportunities to explore and play with PE equipment, adventure playground equipment, large construction materials, finger gym activities, puzzles as well as arts and craft tools.

Gross motor skills

Adults will support children to develop their body strength, coordination, balance and agility. Children will develop their core strength to achieve a good posture when sitting at the table or on the floor. Children will develop upper body strength using the monkey bars and using large construction blocks.

Children will confidently and safely use a range of large and small apparatus, including weekly PE lessons. Children will develop and refine ball skills, including throwing, catching, passing, aiming and kicking.

Fine motor skills

Children will be supported to develop hand-eye coordination which is developing the foundations of a handwriting style. Children will have access to a range of finger gym activities to improve hand and finger strength for supporting pencil grip and control.

Literacy:

Comprehension & Word Reading

Writing

Stories are embedded in the Reception curriculum, encouraging a life-long love of reading.

Adults talk to children about the world around them and engage in extended conversations about the stories read together. Children will be supported to learn and use vocabulary focused on objects and people that are of particular importance to them.

Children need to be able to say a good sentence, be able to retain the sentence in their mind before they are able to write a good sentence. There will be regular opportunities to talk in small groups and as a class. Talk underpins all learning and children will explore routines for sharing their ideas as well as listening to the ideas of others.

Phonics

Following the ELS phonics scheme, the children will revise Phase Two letter sounds and learn the Phase Three phonemes. Children will blend phonemes to read words and segment words to spell them using the writing sequence. Children will continue to learn Harder to Read and Spell words and these will be added to your child's keyring. Children will focus on correct formation of lowercase letters and capital letters to support name writing.

Writing

Children will work with adults to develop oral story telling skills. Adults will support scribed stories providing opportunities for independent writing attempts as well as modelling the writing process and exploring sentence structures. The children will use the ELS writing sequence to write words, captions and sentences.



Children will be supported to apply their phonic knowledge to write words and to write their own name. Writing materials and mark making tools are readily available both indoors and outdoors to support child-initiated play in all areas of learning. Adults will support children to write their names, CVC words and captions.

Reading

Children will have access to weekly reading books, games and activities. The suggested games and activities will be shared weekly using Tapestry Memos and further resources are provided in the Home Learning Pack. Resources will include wordless books to promote story telling skills and sequencing cards. Children will have access to Reading Buddy, Oxford Owl and Busy Things to support Phase One and Two phonics.

Oxford Owl login:

Username: RB2324	Password: RB2023
Username: RBD2324	Password: RDB2023
Username: RBA2324	Password: RBA2023



Busy Things login:

FairfieldEYFS Password: fairfieldABC53



Reading Buddy individual logins will be recording inside the reading diary.

Mathematics:

Number

Numerical Patterns

Developing a strong understanding of number is essential so that all children develop the necessary building blocks to explore mathematics. Children should be able to count confidently, develop a deep understanding of the numbers to 10 then 20, the relationships between them and the patterns within those numbers. Children will be able to identify one more and one less and count forwards and backwards from any number within 1 to 10.

Children have varied opportunities to build and apply their understanding of number. Staff support children to use mathematical language, numerals and equipment to create representations of number. Children will explore subitising to 5 and beyond and recall number bonds to 5 and beyond.

The curriculum includes rich opportunities to learn and understand spatial concepts through play including shape and positional language. Children will compare length, weight and capacity through play scenarios.

Children look for patterns and relationships, make connections and talk to adults and friends about what they have noticed. Children are encouraged to seek out their own mathematical challenges and develop skills in problem solving and perseverance. Children will use stories and games to support mathematical explorations.

Understanding the world:

Past and Present

People Culture and Communities

The Natural World

Understanding the world involves guiding children to make sense of their physical world and their community. Staff and visitors will be invited to talk about different religious and cultural communities to share their experiences with children, such as Lent and Chinese New Year celebrations. Children will learn about the role of people who help us in our town such as the mayor and dentists.

Throughout their year in Reception, children will be offered experiences to increase their knowledge of environments that are different to the town they live in – drawing information from maps, stories and visitors.

Experiences of the wider diverse world will be fostered using stories, artefacts, non-fiction books and film clips. Children will participate in activities to support World Book Day, continuing to develop positive attitudes about the differences between people.

Valuing and celebrating diversity is integral to our everyday practice, however Comic Relief is a great opportunity to look at how charities support communities around the world. You may have a useful contact for us who could offer a special event such as demonstrating music or dance from around the world. Please contact a member of staff if you think you could help us with arranging a special visitor or experience. 😊

Expressive Arts and Design:

Creating with Materials

Being Imaginative and Expressive

The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

Staff support children to use equipment correctly whilst allowing the time and opportunities to experiment with sounds, colours, textures and movement.

The children will be learning to:

- Share creations and explain the processes used.
- Build a repertoire of songs and dances, including the theme of travelling.
- Explore the different sounds of instruments.
- Engage in imaginative role-play based on own first-hand experiences.
- Explore colour mixing



Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress independently e.g., take off and put on their own shoes and jumper.
- Promote good manners and tidying up after themselves.
- Encourage them to talk about what they have learnt in school that day.
- Encourage them to bring in items/share photos on Tapestry of subjects that relate to school projects/their own work.
- Encourage them to celebrate and share achievements as a 'WOW' moment on Tapestry, e.g., certificates of achievements, riding their bike for the first time, the birth of a sibling, buttoning their coat independently etc.
- Encourage your child to read, practise the sounds, practise Harder to read and spell words on your child's keyring or practise counting forwards and backwards on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes. Please refer to the leaflet sent home to support reading at home.
- Share a book together, take turns to read then discuss the story events and characters. Remember, reading to your child models the skills of reading e.g., altering your voice, pausing at punctuation, making predictions 'What do you think will happen?'
- Practise reading and spelling the high frequency words and the 'harder to read and spell words' listed in your diary or inside reading books.
- Discuss number in everyday life –time, money, quantities, numbers in the environment etc.
- Play board games, memory games or 'I-spy' to develop concentration and turn taking.



Please refer to your child's Tapestry Learning Journey Account regularly. Staff will update regularly with class, group and individual observations during term time. You will gain understanding of how the children are learning in school through child-initiated activities (reported as Characteristics of Effective Learning) as well as the skills they are learning. The observations provide opportunities to see how staff interact with the children to extend thinking and learn new vocabulary, the resources being used and how children's play is effective in consolidating and extending their learning. We would also love to hear about the learning taking place at home. You can upload your own observations, photos and video clips from home.

Memos are a feature to Tapestry, providing staff with the opportunity to send messages and curriculum information. These memos will not be included in the end of year document download, emailed as a PDF in July.

Parents with Tapestry accounts can be assured that the journals remain a safe document with parents agreeing not to reproduce or share any images on social media accounts. They are a wonderful account of the children's progress and experiences during their Reception year and provide a lovely time capsule.