



What is my child learning in Reception?



School Values

Everything we do at St Thomas' CofE Primary Academy is built upon our values of thankfulness, fairness, forgiveness, trust and celebration. Our core Christian values underpin the British values and are closely linked. Core British Values of democracy, the rule of law, tolerance, respect and individual liberty are taught in the context of our strong Christian ethos. Each half term we focus on one of our values through our class teaching and worship. This half term our key focus is **forgiveness**. Building the foundations for the British value of **Rule of Law** is about learning to manage own feelings and behaviours, as well as about learning right from wrong, and understanding there are consequences for certain choices and behaviours.

Rights Respecting Schools Award

Silver Award Achieved!
This is a UNICEF award, which ensures that the whole school community are actively engaged with the Rights of all children. This award will support the St Thomas' school community in becoming agents for change, strengthening understanding of justice and responsibility.

Overall Theme:

What happens in Winter?

RE

Celebrations
How do people celebrate?

Children will explore:

- Celebrating New Year.
- Epiphany - the visit of the Magi/Wise Men to baby Jesus.
- *Chinese New Year.
- Persian New Year.
- Holi (a Hindu festival).

*There will be a shared Early Years Foundation Stage 'Chinese New Year day' on Thursday 26th February.
(Further information to be sent separately)

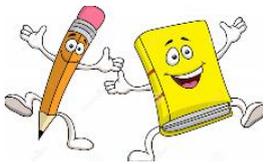
Prime Area of Learning:
Personal, Social and Emotional Development

We will be continuing to support the children to:

- Participate in Circle Time activities.
- Recognise and name their feelings, and begin to learn how our actions can affect others.
- Develop self-regulation strategies.
- Build constructive and respectful relationships.
- Manage their own needs - personal hygiene.
- Take part in Children's Mental Health Week activities - 9th-15th February



	<ul style="list-style-type: none"> Learn about keeping safe online. - Safer Internet Day - 10th February
<p>Prime Area of Learning:</p> <p>Communication and Language</p> 	<p>Listening, Attention & Understanding:</p> <ul style="list-style-type: none"> Continue to learn the skills of being a good listener. Learn new vocabulary, including Tier 2 words in Focus texts, for example: <i>twirl, tumbling, shove, weary, chuckle, doze, clattering.</i> Encourage children to make comments about what they have heard. Adults model asking questions to clarify their thinking, and encourage children to do so. <p>Speaking - Develop vocabulary and speaking in full sentences by:</p> <ul style="list-style-type: none"> Facilitating time to talk. Taking part in quality back-and-forth conversations. Join in group and class discussions. Repeating words and simple sentences using 'My Turn, Our Turn, Your Turn'. Repeat, learn and begin to use Tier 2 vocabulary. Engage in book talk, discussing stories and books shared in class.
<p>Prime Area of Learning:</p> <p>Physical Development</p> 	<p style="text-align: center;">PE Day Change - Tuesday</p> <p>Please ensure that your children wear their PE kit on Tuesdays this term.</p> <p>Fine Motor skills:</p> <ul style="list-style-type: none"> Dough disco - continuing to develop gross and fine motor control. Threading patterns and lacing small beads. Picking up and placing small items with (children's) tweezers. Holding a pencil, developing the correct tripod grip - '<i>pick, flip and grip</i>'. Develop control over tools such as scissors, paint brushes and hole punches. <p>Gross motor skills:</p> <ul style="list-style-type: none"> Develop short sequences using shapes, balances and travelling actions. Develop jumping and landing safely from a height. Explore travelling around, over and through apparatus, using apparatus safely. Create short sequences using apparatus.
<p>Specific Area of Learning:</p> <p>Literacy</p> 	<p>Focus Texts:</p> <ul style="list-style-type: none"> Stick Man The Gruffalo's Child Lost and Found    <p>Phonics:</p> <p>The children will continue their journey through Supersonic Phonic Friends, learning the sounds (phonemes) that each individual letter (grapheme) makes, then moving on to learning the sounds that double letters (digraphs) make. They will begin/continue to use their phonic knowledge to blend to read and</p>



segment to spell simple consonant-vowel-consonant (CVC) words, e.g. cat, moving on to read and write simple phrases and sentences.

Reading:

- Listen to a range of stories and rhymes, related to our themes.
- Focus text activities/discussions:
 - What's the problem?
 - Favourite phrases.
 - Join in the story.
 - Freeze-frame feelings
 - Which is the right sentence?
 - How is the problem solved?
- Use their phonic knowledge to recognise and correctly sound letters/ decode and blend simple words, phrases and simple sentences.
- Read phonetically decodable reading books aligned to their phonic skills.

Writing:

- Hold a pencil correctly/continue working towards the correct tripod grip. (*'Pick, flip and grip'*)
- Learn the correct formation of lower-case letters, and the capital letter at the beginning of their names.
- Write their own name, forming each letter correctly, from the starting point.
- Spell simple 2- and 3- sound words correctly by identifying each sound, then writing the sound with the corresponding letter/s.
- Begin to write short phrases, e.g. 'a cat on a mat'.

Specific Area of Learning:

Mathematics



White Rose:

- Consolidation of 1 2 3 4 5: Composition, 1 more, 1 less.
- Shapes with 4 sides: Explore, describe and investigate squares and rectangles.
- Alive in 5: Introduce zero, Find 0-5, Subitise 0-5, Represent 0-5, One More, One Less, Composition of 0-5, Conceptual Subitising 0-5.
- Mass and Capacity: Compare Mass, Find a Balance, Explore Capacity, Compare Capacity.

NCETM Mastering Number:

- Counting - to find out 'how many' objects there are altogether.
- Cardinality - that the last number in the count tells us 'how many' things there are altogether in a set.
- Practise 1:1 correspondence by counting numbers at the same time as moving or tagging objects.
- Comparison - begin to understand similarities and differences. Composition - the concept of 'wholes' and 'parts'. Investigate the composition of 3, 4 and 5.

Specific Area of Learning:

What happens in Winter?

- **Past and Present**
 - Talk about how they celebrated Christmas.



<p>Understanding the world</p> 	<ul style="list-style-type: none"> - Look back and discuss what the children can do now, that they couldn't do when they started Reception - in 2025. • People, Culture and Communities <ul style="list-style-type: none"> - Epiphany - the visit of the Magi/Wise Men to baby Jesus. - Learning about Chinese New Year (RE link) - Persian New Year (RE link) - Holi (RE link) - Where do I live? Where is my school? - Where is Antarctica? How is it different to where I live? • The Natural World <ul style="list-style-type: none"> - Continue to explore seasonal changes - Winter. - Explore changing states - Freezing and Melting. - Investigate waterproof materials. - Investigate floating and sinking.
<p>Specific Area of Learning:</p> <p>Expressive Arts and Design</p> 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Name colours correctly and choose colours for a purpose. • Use tools such as a scissors and hole punches, safely. • Use a variety of media and materials to represent key characters/ events in the focus texts, including: Stick Man, Gruffalo, penguin, boy. • Experiment with colour, design and texture to produce their own creations. • DT focus - 'Structures, boats': investigate waterproof materials, investigate floating and sinking, design boats, create and test boats <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes, songs and number songs. • Try to move in time with music. • Develop imaginary play, creating and building stories around objects and props of their choosing. • Recount narratives from familiar stories and invent their own. • Music focus - 'Musical Stories': moving to music, storytelling with actions, using instruments, musical story composition, musical story performance.
<p>Key events for the half term</p>	<ul style="list-style-type: none"> • Friday 30th January - Reception Coffee morning following Friday Worship • Monday 9th - Sunday 15th February - Children's Mental Health Week • Tuesday 10th February - Safer Internet Day • Tuesday 10th February - Visit from Kidsgrove Library to Early Years • Monday 23rd February - INSET Day <p>Future dates:</p> <ul style="list-style-type: none"> • Thursday 26th February - EYFS Chinese New Year Day, joint learning with Nursery • Monday 2nd March - Reception SHINE Afternoon • Friday 20th March - INSET Day • Tuesday 7th July - Reception & Nursery Inspire workshop (in school)



**Home Reading
&
Homework**

Homework will be sent out weekly on a Friday, to be completed and returned by Thursday the following week.

Parents reading to children - Reading and sharing stories and rhymes to your child helps them to develop a love for reading. Research has shown that children who are able to recite eight nursery rhymes by the age of four, are amongst the best readers by the time they are eight. Please read to, and share stories and rhymes with your child as often as possible, talking about story characters and events.

The children will choose a book from the school library every week, to bring home to share for pleasure. This book is for an adult to read to them and discuss with them.

Children reading to parents - Reading books are sent home each evening. Please encourage your child to say the sounds aloud, blend each sound to read simple words and phrases. Also talk about the books to check that they understand what they have read. Books will be changed every week, following three reads at school, usually on a Thursday.

Please listen to your child read at least three times per week and sign their Reading Diary to show they have read.