



**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.

**Overall Theme:**

**What is it like in the big city?**

**RE**



**Salvation**

*Why do Christians put a cross in the Easter garden?*

Children will explore:

- The significance of some of the objects in the Easter story, e.g. palm leaves and palm crosses.
- The significance of items in an Easter garden.
- Some ways that Christians celebrate Easter.
- What it means to forgive.

Religions: Christianity

**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.
- Manage their own needs - personal hygiene.
- Learn about keeping healthy, including healthy eating.
- Show resilience and perseverance in the face of challenge.
- See themselves as a valuable individual.
- Being and keeping healthy.

**Prime Area of Learning:**

**Communication and Language**

**Listening, Attention & Understanding:**

- Continue to learn the skills of being a good listener.
- Widen vocabulary by learning Tier 2 words in Focus texts, for example: *gripping, wildly, fearsome, expert, crowded, triumph, soared, roared*



- Develop understanding of different types of questions: who / what / where / how.

**Speaking** - Develop vocabulary and speaking in full sentences by:

- 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.
- Communicate in simple and increasingly more complex sentences.
- Describe events in some detail.

**Prime Area of Learning:**

**Physical Development**



**\*PE Day - Tuesday\***

Please ensure that your children wear their PE kit on **Tuesdays**.

**Fine Motor skills:**

- 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 with the correct tripod grip ('Pick, Flip and Grip').
- Increasing control over tools such as scissors, paint brushes and hole punches.

**Gross motor skills - PE focus: Dance**

- Copy, repeat and explore actions in response to a theme.
- To explore actions considering level, shape and direction.
- To explore movement with control and coordination.
- To move with control and coordination, expressing ideas through movement.
- To remember and repeat actions moving in time with the music.

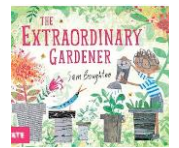
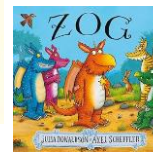
**Specific Area of Learning:**

**Literacy**



**Focus Texts:**

- Paddington at the Palace
- Zog
- The Extra Ordinary Gardener

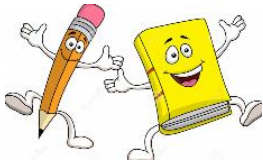


**Phonics:**

The children will continue their journey through Supersonic Phonic Friends, learning the sounds (phonemes) that each individual letter (grapheme) and groups of letters (digraphs and trigraphs) make. They will continue to use their phonic knowledge to blend to read, and segment to spell simple consonant-vowel-consonant (CVC) words, e.g. chick, reading and writing simple phrases and sentences.

**Reading:**

- Listen to a range of stories and rhymes, related to our themes.
- Storytime activities - Focus texts:
  - What's the problem?
  - Join in with 'favourite phrases'.



- Help tell familiar stories.
- Freeze-frame feelings for key characters.
- How is the problem solved?
- Use their phonic knowledge to recognise and correctly sound letters, decode and blend simple words, phrases and sentences to read a phonetically decodable book.
- Re-read the same book to develop automaticity and fluency.

**Writing:**

- Hold a pencil correctly using 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.
- Spell simple 2- and 3- sound words correctly by identifying each sound, then writing the sound with the corresponding letters.
- Begin to write short phrases, e.g. 'a cat on a mat' and simple sentences.

**Specific Area of Learning:**

**Mathematics**



**White Rose:**

- Growing 6, 7, 8: Composition of 6, 7 & 8, Make pairs - odd and even, Double to 8 (find a double), Double to 8 (make a double), Combine two groups, Conceptual subitising.
- Length, Height and Time: Explore length, Compare length, Explore Height, Compare Height, Talk about time, Order and sequence time

**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:**

**Understanding the world**



- **People, Culture and Communities**
  - How life is different in the countryside and a city.
  - Create a simple map of a Spring walk.
  - Look at a map of a city centre.
  - British heritage and the royal family.
  - How Christians celebrate Easter.
- **Past and Present**
  - The British Royal family.
- **The Natural World**
  - Continue to explore seasonal changes - Winter to Spring.
  - Look for signs of Spring.
  - Planting and growing seeds.



<p><b>Specific Area of Learning:</b></p> <p><b>Expressive Arts and Design</b></p> 	<p><b>Creating with Materials</b></p> <p><b>Art focus - 'Let's Get Crafty':</b></p> <ul style="list-style-type: none"> <li>• Cutting skills</li> <li>• Threading skills</li> <li>• Joining materials</li> <li>• Paper snakes</li> <li>• Flower design</li> <li>• Tissue paper flowers</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes, songs and number songs.</li> <li>• Try to move in time with music.</li> <li>• Develop imaginary play, creating and building stories around objects and props of their choosing.</li> <li>• Recount narratives from familiar stories and invent their own.</li> <li>• Music focus - 'Musical and Movement': Action songs, Finding the beat, Exploring tempo, Exploring tempo and pitch through dance, Music and movement performance.</li> </ul>
<p><b>Key events for the half term</b></p>	<ul style="list-style-type: none"> <li>• <b>Tuesday 24<sup>th</sup> &amp; Thursday 26<sup>th</sup> February</b> - Parents Evenings.</li> <li>• <b>Monday 2<sup>nd</sup> March</b> - Reception SHINE Afternoon.</li> <li>• <b>Thursday 5<sup>th</sup> March</b> - World Book Day: Children are invited to dress up as frogs, wear night-time themed outfits (pyjamas, stars, moons, night skies) or be something magical or mystical.</li> <li>• <b>Friday 20<sup>th</sup> March</b> - INSET Day</li> </ul> <p>Future dates:</p> <ul style="list-style-type: none"> <li>• <b>Tuesday 7<sup>th</sup> July</b> - Reception &amp; Nursery Inspire workshop (in school)</li> </ul>
<p><b>Home Reading &amp; Homework</b></p>	<p><b>Please listen to your child read at least three times per week to help them develop automaticity and fluency. Please sign their reading diary.</b></p> <p><u>Children reading to parents</u> Reading books are sent home following the third read at school. Please encourage your child to say the sounds aloud, blend each sound to read simple words, phrases and sentences. Also talk about the books to check that they understand what they have read.</p> <p><u>Parents reading to children</u> Reading and sharing stories and rhymes to your child helps them to develop a love for reading. Please read to, and share stories and rhymes with your child as often as possible, talking about the characters and what happens in the story. The children will continue to choose their own book to share for pleasure from the school library.</p> <p><u>Homework</u> Homework will normally be sent out on Fridays and be returned the following Thursday.</p>



# St Thomas' Curriculum Information

## Reception - Spring 2

