



**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 **trust**. Building the foundations for the British value of **Individual Liberty** is about developing children's understanding of themselves and others, exploring where they fit within their community, developing a positive sense of self, building confidence to share their opinions.

**Overall Theme:**

**Who helps in our community?**

**RE**



**Stories**

*What can we learn from stories?*

Children will explore:

- The importance of telling the truth - The Boy Who Cried Wolf (Aesop's fable)
- To talk about what they have learned from a story:
  - The Crocodile and the Priest (A Sikh story),
  - Bilal and the Beautiful Butterfly (A Muslim story),
  - The Gold-giving Serpent (An Indian fairytale)
  - The Lost Coin (A Christian parable)

Religions: Sikhism, Islam, Christianity

**Prime Area of Learning:**

**Personal, Social and Emotional Development**



We will be continuing to support the children to:

- Participate in Circle Time activities.
- Be more aware of how our actions can affect others.
- Develop self-regulation strategies.
- Learn about keeping healthy, including healthy eating, drinking water and exercising.
- Show resilience and perseverance in the face of challenge.
- See themselves as a valuable individual.
- Develop healthy friendships and relationships with others.

**Prime Area of Learning:**

**Listening, Attention & Understanding:**

- Continue to learn the skills of being a good listener and a good speaker, holding back-and-forth conversations.



**Communication and Language**



- Widen vocabulary by learning story language and Tier 2 words in Focus texts, for example: Early one morning, happily ever after, dreadful, prowl, gloomy, whirled.

**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, phrases and simple sentences using 'My Turn, Our Turn, Your Turn'.
- Repeat, learn and use story language and Tier 2 vocabulary.
- Communicate in increasingly more complex sentences, using correct tenses for present, future and past.
- Describe events in more detail.

**Prime Area of Learning:**

**Physical Development**



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

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

**Gross motor skills** - PE focus: Fundamental Movement Skills

- To develop balance.
- To develop running and stopping.
- To develop changing direction.
- To develop jumping.
- To develop hopping.
- To develop different ways to travel using equipment.

**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.
- Show control when using tools such as scissors, paint brushes, hole punches, pencils and pens.
- Holding a pencil with the correct tripod grip ('Pick, Flip and Grip').
- Forming lower case letters correctly from the correct starting point, in the correct direction.

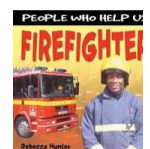
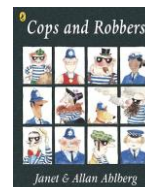
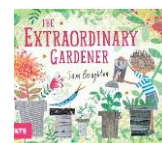
**Specific Area of Learning:**

**Literacy**



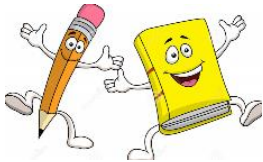
**Focus Texts:**

- The Extraordinary Gardener
- Cops and Robbers
- Non-fiction books - People Who Help Us: Firefighters, Doctors and Nurses, Paramedics, Police.



**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 containing the letter-sounds they have learned. They will also be learning to recognise and read 'tricky' words which cannot be decoded using phonics.

**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/retell 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.
- Answer questions about what they have read.

**Writing:**

- Hold a pencil correctly using the correct tripod grip. (*Pick, Flip and Grip*)
- Learn the correct formation of lower-case letters, and capital letters at the beginning of sentences.
- Write their own name, forming each letter correctly, including the capital letter at the beginning.
- Spell simple 2- and 3- sound words correctly by identifying each sound, then writing the sound with the corresponding letters.
- Write short phrases, e.g. 'a cat on a mat' and simple sentences e.g. 'I can see a ...'.

**Specific Area of Learning:**

**Mathematics**





**White Rose:**

- Building 9 and 10: Find 9 & 10, 1 more, 1 less, Composition to 10, Bonds to 10 (2 parts), make arrangements of 10, Bonds to 10 (3 parts), Doubles within 10, Odd and Even.
- Explore 3D shape: Recognise and name 3D shapes, Find 2D shapes within 3D shapes, Use 3D shapes for tasks, 3D shapes within the environment, Identify more complex patterns, Copy and continue patterns, Patterns in the environment.
- To 20 and beyond: Verbal counting to 20 and beyond.

**NCETM Mastering Number:**

- Composition: Sorting according to criteria, noticing and discussing different attributes, identify similarities and differences, begin to describe what they notice.
- Cardinality, Ordinality and Counting: Counting to find out 'how many', Revisit the concept of cardinality - the idea that the last number in



	<p>the count tells us how many there are, Continue a counting sequence, Identify missing numbers in sequence, Count on from different points.</p> <ul style="list-style-type: none"> <li>• Subitising: Continue to develop subitising skills with increasingly complex arrangements, Develop visualising skills - look carefully at structured arrangements, close eyes and explain what they see, Use spatial language and hand gestures to describe sub-groups within arrangements.</li> </ul>
<p><b>Specific Area of Learning:</b></p> <p><b>Understanding the world</b></p> 	<ul style="list-style-type: none"> <li>• <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>- Who helps in our community?</li> <li>- Identify different community roles.</li> <li>- Find out about firefighters, police officers, medical staff, farmers, clergy and other people/roles within the community.</li> <li>- Hear and discuss stories from other religions and cultures - Sikhism, Islam, Christian, and an Indian fairy tale.</li> </ul> </li> <li>• <b>Past and Present</b> <ul style="list-style-type: none"> <li>- Explore how emergency vehicles have changed over time.</li> <li>- Sir David Attenborough's 100<sup>th</sup> birthday.</li> </ul> </li> <li>• <b>The Natural World</b> <ul style="list-style-type: none"> <li>- Continue to explore seasonal changes - Spring.</li> <li>- Planting seeds and growing plants.</li> <li>- Explore life cycles, e.g. caterpillar-butterfly.</li> <li>- Observational drawings of plants and/or minibeasts.</li> </ul> </li> </ul>
<p><b>Specific Area of Learning:</b></p> <p><b>Expressive Arts and Design</b></p> 	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• Observational drawings of plants and/or minibeasts.</li> <li>• Show control over tools including scissors, used to create art work.</li> <li>• Use a variety of media and materials to represent key characters/ roles the focus texts.</li> <li>• Experiment with colour, design and texture to produce their own creations.</li> <li>• Create artwork using multimedia.</li> <li>• Share their creations, explaining the process/es they have used.</li> </ul> <p><b>DT: Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Design a rainbow salad</li> </ul> <p><b>DT: Junk Modelling</b></p> <ul style="list-style-type: none"> <li>• Collaboratively creating emergency vehicles.</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>• Take part in music and singing activities.</li> <li>• Begin to move in time with music.</li> <li>• Develop imaginary play, creating and building stories around objects and props of their choosing.</li> <li>• Create their own narratives and storylines.</li> </ul>



<p><b>Key events for the half term</b></p>	<ul style="list-style-type: none"> <li>• <b>Monday 4<sup>th</sup> May</b> - Bank Holiday, School Closed</li> <li>• <b>Friday 8<sup>th</sup> May</b> - Friday Worship &amp; Reception Coffee Morning</li> <li>• <b>Monday 25<sup>th</sup> - Friday 29<sup>th</sup> May</b> - Half Term</li> </ul> <p><b>Future dates:</b></p> <ul style="list-style-type: none"> <li>• <b>Friday 5<sup>th</sup> June</b> - PSA Summer Fayre</li> <li>• <b>Monday 15<sup>th</sup> June</b> - Reception SHINE Afternoon</li> <li>• <b>Friday 19<sup>th</sup> June</b> - Father's Day Breakfast</li> <li>• <b>Monday 22<sup>nd</sup> June</b> - Class Photographs</li> <li>• <b>Thursday 25<sup>th</sup> June</b> - Sports Day</li> <li>• <b>Tuesday 7<sup>th</sup> July</b> - Nursery &amp; Reception Inspire - at school</li> <li>• <b>Thursday 16<sup>th</sup> July</b> - End of Year Celebration Assembly</li> </ul>
<p><b>Home Reading &amp; Homework</b></p>	<p style="text-align: center;"><b>Reminder - the school expectation is that parents should listen to children read at least <u>three times per week</u> and note this in children's Reading Diaries/Records.</b></p> <p><u>Children reading to parents</u> Reading books are sent home each evening. Please encourage your child to say the sounds aloud, blend each sound to read simple words, phrases and sentences. Encourage them to then read the whole phrase / sentence. Also talk about the books to check that they understand what they have read. Reading books will normally be changed on Thursdays, following three reads at school.</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, information books, poems 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. This will usually be <b>on a Thursday</b> for this term.</p> <p><u>Homework</u> Homework will continue to be communicated through class dojo and the home learning packs.</p>