**Reception**

**Spring 2**

General

* Encourage children to speak in full clear sentences using words such as and, because and so.
* Encourage children to have a go at difficult tasks before helping to develop independence.

EAD

(Expressive Arts and Design)

Focus: Drawing with increasing complexity and detail

School: Drawing animals and plants. To develop an understanding of how to show different emotions within art through the study of different artists.

Home: Discuss appropriate colours to use when drawing or painting someone who is happy, sad or angry.

PSED  
(Personal, Social and Emotional Development)

Focus: To develop resilience and perseverance in the face of challenge.

School: To develop problem solving skills and how to stay calm in difficult situations.

Home: Discuss that failure is not a weakness but a sign that we are learning and developing.

PD

(Physical Development)

Focus: Fine motor – to develop hand strength to manipulate pencils, pens and cutting equipment.

School: handwriting practise and a variety of fine motor activities targeted at specific skills e.g. zipping

Home: encourage your child to write and draw freely. Be increasingly independent in dressing themselves such as zipping up coats.

L  
(Literacy)

Focus: To write a short sentence that can be read by themselves and others.

School: Writing simple sentences that they themselves have thought of. Introduce non-fiction texts and then discuss the content.

Home: Encourage your child to read and write independently and model correct letter formation.

UW   
(Understanding the World)

Focus: To understand the changes we see within the spring season.

School: observing the growth and change of seeds to plants and caterpillars to butterflies. Lifecycles of familiar animals and insects.

Home: plant some flowers/seeds or vegetables and observe the changes. Discuss the new life that emerges within spring such as lambs.

M

(Mathematics)

Focus: Addition facts within 6 to 10. Complex patterns and 3d shapes

School: Recapping addition within 6, 7 and 8 and discovering addition facts within 9 and 10. Placing numbers 1 to 10 in order. Making complex patterns with three different objects or pictures.

Home: Encourage counting forwards and backwards within 10. Use everyday items to calculate different ways of making numbers to 10. E.g. I have 9 cars and you have 1, how many altogether?

CAL  
(Communication and Language)

Focus: Describe special events in detail.

School: Learning new vocabulary relating to spring and describing what changes have occurred within the natural world around us.

Home: Encourage children to speak in well-formed sentences and introduce new vocabulary for their use.

