



Rosen Class ~ Reception

Curriculum Newsletter



Spring Term 2022

In Communication and Language and Literacy I will:

- Continue to play with words, descriptions, rhymes and extend my book vocabulary
- Continue developing my phonics knowledge through RWInc.
- Learn and apply correspondence of letter sound to name in reading and writing.
- Continue working on correct letter formation (lower case) and begin making upper case connections
- Write my full name on all work.
- In reading and writing attempt to recognise the initial /final sound in words and where possible make plausible attempts using growing phonetic knowledge
- Read and now write CVC words and HFW taught
- Learn and apply specific vocabulary used in specific areas, e.g. mathematics, geography, history, science, art and all areas of learning.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases
- Engage in storytimes and in Non-Fiction books.
- Continue to talk and listen to others through a variety of activities and from a range of experiences, developing my listening, questioning, reasoning, descriptive skills across all areas of learning, indoors and outdoors.

In Mathematics, I will:

- Develop recognising numbers and quantities by 'subitising'.
- Begin to estimate groups of objects then check by counting (touch counting if concrete groups of objects)
- Match, count, sort, compare and write numbers.
- Count forwards and backwards to 5/10/20 +
- Count numbers in steps of 10, 2 and 5, orally and to help organise then count larger numbers of objects.
- Learn how to write and read a tally (RSPB birdwatch)
- Compare quantities using language more than, fewer than.
- Develop pattern recognition and creating, e.g. practise counting whilst looking at a 100 grid and begin to understand 'rows' and 'columns'
- Learn to use the appropriate vocabulary related to length, size and simple 3D shape
- Continue to recognise, use and talk about time.
- Regularly use everyday words to describe position and direction.
- Apply my growing knowledge to problem solve, e.g. adding objects by counting ALL and by counting ON.
- Learn the name, shape, colour and value of British Coins and begin to use them in role play

In Understanding the World, I will:

- Develop my awareness of others cultures and traditions through clothes, costume and stories.
- Experience the 'Spring' festival of Chinese New Year through food, story, music, dance and food.

In Expressive arts and design, I will:

- Learn and sing new songs and rhymes with others.
- Develop imagination through role-play, story re-tell and story creation.
- Use simple percussion instruments to accompany songs and

<ul style="list-style-type: none"> • Understand my belonging to different groups e.g. family, school and how clothes sometimes show this • Experience seasonal change through Forest School sessions and a second visit to Yorkshire Sculpture Park looking at plants, trees and through temperature, clothes etc. • Using laptops develop my 'Mouse' and 'Keyboard' skills. • Begin to learn 'Coding' and 'Programing' skills and understand their role. • Develop my understanding of historical 'time' through family and friends • Develop my sense of 'place' through Forest School sessions and a further walk around the village to acknowledge 'facilities' in our village. • Begin to understand the purpose of a simple map and get information from it. • Give directions to each other to develop precise positional and spacial specific vocabulary. 	<p>rhymes and develop patterns.</p> <ul style="list-style-type: none"> • Begin to follow and create simple annotation to play music with others. • Look at the work of 'Textile' artists and create own pattern to put into a repeating pattern to then decide how it will be applied e.g. fabric or paper etc. • Begin to use tools to join balsa woods, safely and creatively. • Listen to and respond to different music genres. Develop sequences of these movements into a 'dance'. Refine then Perform to others with increasing control and grace.
<p>In Physical Development I will:</p> <ul style="list-style-type: none"> • Understand and talk about how they can support their own good health, e.g. regular physical activity and healthy eating, through food preparation, tooth brushing and being a safe pedestrian (walk around the village) • Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • Develop and refine my Gross Motor control; overall body strength, balance, coordination and agility through; • Weekly Forest School sessions • Daily outdoor play sessions • PE session, Spring 1 focus is Dance, Spring 2 focus Multi-skills • Cross learning areas links, e.g. walk around the village and Yorkshire Sculpture Park visit. • Use and increase my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop and refine my Fine Motor control; effectively using pencils, paintbrushes, scissors and so on and correctly forming letters / numbers. 	<p>In Personal, Social & Emotional Development, I will:</p> <ul style="list-style-type: none"> • Through Daily Circle times and supported throughout each day: • See myself as a valuable individual • Build myself as a constructive and respectful individual • Express my feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate my own feelings socially and emotionally. • Think about the perspectives of others • Manage my own needs; personal hygiene

Reading Books and Homework:

- Speed Sound, Sound Blending and Reading books will be sent home each day (wherever possible). Please ensure they are always in book bags each day as we grasp any opportunity to read 1:1. The reading books support the daily reading in phonics sessions, blending speed sound cards, spelling using magnetic letters, and writing challenges etc. Being able to speedily and consistently recognise letters and blend simple words is the aim of reading at home at this stage.
- Homework supports learning in class and will usually be sent via text.

You can help me at home by:

- Sharing the rhymes, stories, counting songs and letter actions as I learn them at school.
- Increasing expectations of my independence and perseverance at home.
- Continuing to chat with me about anything and everything, encouraging wider vocabulary.
- Sharing simple tasks for homework and commenting on my reading, in my reading diary (we read every word you write)
- Giving me the opportunity to play and rest at the end of a busy day!

Please don't hesitate to contact us, via a telephone call or email to the office, if you have any concerns. We will respond as soon as possible but this may be the following working day. Mrs. J. Peake and Mrs. J. Colwill