

Spring Term (2) 2025

Reception Curriculum Letter

Mrs L Ainscough & Mrs N Cassidy



Dear Parents,

Welcome back to a new half term. I hope you have all enjoyed a lovely week with your families and that the children are feeling refreshed for the new half term. It looks like this half term is going to be just as busy as the last one.

Topic

Our topic this half term is Can Giraffes Dance? This will follow on nicely from our animals work in Science and our Geography work looking at China last half term. We will be locating different animals on a map, talking about hot and cold places and discussing the different continents. We will be enjoying a visit to Blackpool zoo on Wednesday 2nd April. Further details will be sent.

English

Our main texts for this half term are 'The Elephants Umbrella' by Laleh Jaffari and 'Chimpanzees' by Ben Hubbard. Other fiction texts your child will explore are Arlo by Catherine Rayner, Abigail by Catherine Rayner, Solomon Crocodile by Catherine Rayner, The Blue Umbrella by Emily Ann Davison and Jazzy in the Jungle by Lucy Cousins. Some non-fiction texts we will look at will include Meerkats by National Geographic Kids, A Zebra's Day by National Geographic Kids and Lions – National Geographic Kids.

We will be focusing on composing captions / simple sentence orally and writing a simple caption / sentence. We will know that a sentence starts with a capital letter and ends with a full stop and attempt to put a space between each word .



Kipper



Author of the Half Term

Our Author for Spring Term is Mick Inkpen! We will be reading lots of stories by Mick Inkpen and learning one by heart.



Religious Education

In our Religious Education, our topic for the half term is Desert to Garden. The focus of this branch is for children to

A few notices:

- All teachers have release time during the week for PPA (planning, preparation & assessment). Mrs Swarbrick will be covering Mrs Ainscough's PPA time on a Thursday afternoon. Throughout the week we have small 'key worker' group time with either Mrs Ainscough, Mrs Cassidy or Mrs Swarbrick to sing songs/read stories/ opportunities for speaking and listening and 'Show and tell' including looking at 'magic' moments from home.
- The children will do **P.E.** every **Friday afternoon**. Please can you make sure your child comes to school in their PE kit every Friday.
- Everyday your child has access to a drink of milk in the afternoon. Please can you ensure that your child brings in a water bottle filled with water every day for them to access in the classroom. Please remember no juice is allowed in their bottle.
- As mentioned at our meet the teacher evening please can you encourage your child to be independent with putting their coat on and off as well as packing and unpacking their school bag.
- In our celebration assembly on Friday's children can show any certificates they have achieved e.g. swimming certificate.

Outdoor Provision

Each day the children have access to outdoor provision, which can get a little messy and wet. It is important that your child has a waterproof coat and wellies (which are to be left outside the Reception classroom) as we enjoy playing



outside – whatever the weather! Please can you ensure that your child's belongings are **clearly labelled with their name**.

Weekend News

We will continue with writing our weekend news to help develop the children's writing skills. Each week your child will be invited to write and draw a picture about what they have been doing at the weekend outside of school. This will then be shared with the rest of the class during speaking & listening time. It may help your child if you have a brief chat with them about their weekend.

Magic Moments

'Magic Moments' are one way in which you can contribute to your child's learning journey. They are to be completed by an adult when you see your child do something that perhaps you haven't seen before or make you go 'wow' or smile. Please add a photo or comment on Tapestry of your child's magic moment for us to share.



Reading Books and Homework



Your child will be given a reading book when we feel they are ready for one. If your child has already been given a reading book please can you ensure that your child brings their reading book and reading record book into school on a **TUESDAY**. Their reading book will be changed (if needed) on this day only. Your child's reading book is important, however, this isn't the only book that they can read (or have a go at reading). Please encourage your child to read other books at home or in the library. If you wish to do so you can record the other books they are reading into their reading record book too. Homework is given out/uploaded onto Tapestry as and when your child's phonics teacher feels they have new learning to consolidate at home. This may be every day. Please can you upload your completed homework onto Tapestry. Thank you for all your support with homework!

Reading Volunteer

Mrs McCullough comes in every Monday afternoon to listen to your children read. Please can you make sure your child has their reading book in school on a **MONDAY** as well as a Tuesday so they can read with Mrs McCullough.

Library

Your child will get to visit the library every other Monday afternoon. I will send out a reminder if it is library. Please can they return library books on Monday.

Tapestry

Hopefully everyone is able to access Tapestry and are enjoying viewing your child's learning journal. If you have any difficulties accessing this please do ask and I can ensure you have full access to your child's area



Stay and Play

This half terms stay and play is focused around Mothers' Day and people we love. This will take place on Wednesday 26th March 2025 in the afternoon. Look out for a separate message with more details.

If you have any questions about anything please feel free to catch us at the door at the beginning or at the end of the day. We are always happy to talk.

Thank you for your continued support.

Yours Sincerely
Mrs Lisa Ainscough & Mrs Nicola Cassidy
Class Teachers



Mathematical Development (MD)

Number

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Shape, Space and Measure

Exploring 3D shapes

Recognise and name 3-D shapes

Find 2-D shapes within 3-D shapes

Use 3-D shapes for tasks

3-D shapes in the environment

Identify more complex patterns

Copy and continue patterns

Patterns in the environment

Physical Development Gross Motor (PD)

In PE we will be learning:

To make a range of shapes on small body parts. To travel in a range of ways and negotiate space successfully.

To throw with increasing accuracy underarm.

To over arm throw for distance

To perform a range of gymnastic jumps. To move freely and with confidence when rolling.

To balance on one leg. To balance on a range of small body parts

To climb with confidence under, over and through climbing equipment.

To revise fundamental movement skills covered in the unit

Spring Term 2 Can Giraffe's dance?

Communication and Language (CL) and Literacy (L)

We will be learning to:

Compose oral captions / simple sentence

Write a simple caption / sentence

Know that a sentence starts with a capital letter and ends with a full stop

Attempt to put a space between each word

Spell – (i) common exception words linked to phonics programme (ii) simple cvc words and words with taught digraphs [using skill of oral segmenting]

Use a phoneme mat to retrieve taught g

Begin to form letters correctly



Personal, Social & Emotional Development (PSED)

In our PSED, we will be talking about:

Feelings – Anger, worry, Fear

Taking steps to resolve conflicts with other children – saying sorry.

Working together

Friendship

Key vocabulary: **Angry, worried, frightened, fair, agree, share**

Physical Development Fine Motor (PD)

Handle tools, objects, construction and drawing materials safely and with competency

Use a pencil and hold it effectively to form an increasing number of recognisable letters, which are correctly formed

Understanding of the World (UW)

Science

During this half term, it is Science week and our Science unit is Oceans. We will be learning:

1. To explore the natural world around me.
2. To understand some important changes in the natural world.
3. To explore the natural world and make observations.
4. To explore changing states
5. To discuss how pollution is changing the world and what we can do about it.

Ocean, climate, weather, Earth, Pacific, Arctic, Indian, Atlantic, Southern, pollution, floating, sinking, food chain.

Geography

Our Geography topic is 'The Zoo'. We will be learning:

1. To know locate where different animals live on a world map – penguin, polar bear, lion, camel, elephant, toucan
2. To know some places in the world are hot and some are cold.
3. To know the Arctic is cold and The Sahara Desert is hot.
4. To know there are different continents and oceans.
5. To use a map while at Blackpool zoo.

World. Continent. Ocean. Globe. Hot.

Expressive Arts & Design (EAD)

Art

Painting and mixed media – Paint my world

We will be looking at the artist Megan Coyle. We will be learning:

Explore paint, using hands as a tool.

Describe colours and textures as they paint.

Explore what happens when paint colours

mix.

Make natural painting tools.

Investigate natural materials e.g. paint, water for painting.

Explore paint textures, for example mixing

in other materials or adding water.

Respond to a range of stimuli when painting.

Use paint to express ideas and feelings.

Explore colours, patterns and compositions

when combining materials in collage.

Dab, dot, silky, squelchy, pattern, texture, transient, collage, fixed, not fixed, permanent, temporary, collage, landscape, rip, tear, cut, stick, flick, glide, splat, splatter, stroke, swish, wipe