

Seaham Trinity Primary School
Year Group: Reception – Spring Term 2019

Our theme is **'Traditional Tales'** and we will be focusing on the stories The Three Bears, The Three Goats Gruff and the story of Chinese New Year. We will also be covering **'Growth and New Life'** after Easter. Children will be learning about the UNCRC (United Nations Rights of the Child) and will begin to be able to talk about some of the rights of the convention. This term your child will be completing tasks and activities on the following.

Area of learning	Reception children will learn to...
<p>Communication and Language:</p> <p>Listening and attention.</p> <p>Understanding Speaking</p>	<ul style="list-style-type: none"> • Maintain attention, concentrates and sits quietly during appropriate activity. • Engage in two-channelled attention – can listen and do for short span. • Respond to instructions involving a two-part sequence. • Understand humour, e.g. nonsense rhymes, jokes. • Listens and responds to ideas expressed by others in conversation or discussion. • Begin to use more complex sentences to link thoughts (e.g. using and, because). • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Question why things happen and gives explanations. Asks e.g. who, what, when, how. • Use a range of tenses (e.g. play, playing, will play, played). • Use intonation, rhythm and phrasing to make the meaning clear to others. • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Use language to imagine and recreate roles and experiences in play situations. • Link statements and sticks to a main theme or intention. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduce a storyline or narrative into their play.
<p>Physical Development:</p> <p>Moving and handling.</p> <p>Health and self-care.</p>	<ul style="list-style-type: none"> • Experiment with different ways of moving. • Jump off a range of objects and land appropriately. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. • Use simple tools to effect changes to materials. • Handle tools, objects, construction and malleable materials safely and with increasing control. • Show a preference for a dominant hand. • Begin to use anticlockwise movement and retrace vertical lines. • Begin to form recognisable letters. • Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Eat a healthy range of foodstuffs and understands need for variety in food. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Show understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Show understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

<p>Personal, Social and Emotional Development:</p> <p>Self-confidence and self-awareness.</p> <p>Managing feelings and behaviour.</p> <p>Making relationships.</p>	<ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiate play, offering cues to peers to join them. • Initiate conversations, attends to and takes account of what others say. • Explain own knowledge and understanding, and asks appropriate questions of others. • Take steps to resolve conflicts with other children, e.g. finding a compromise. • More outgoing towards unfamiliar people and more confident in new social situations. <ul style="list-style-type: none"> • Be confident to speak to others about own needs, wants, interests and opinions. • Describe self in positive terms and talk about abilities. • Be aware of own feelings, and knows that some actions and words can hurt others' feelings. • Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Be aware of the boundaries set, and of behavioural expectations in the setting. • Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
<p>Literacy:</p> <p>Reading.</p> <p>Writing.</p>	<ul style="list-style-type: none"> • Write our own Christian and surname independently. • Continue to introduce letter sounds –through our RWI phonics scheme. • Write lists, labels, captions and sentences using correct punctuation. • Describes main story settings, events and principal characters. • Continue a rhyming string. • Hear and says the initial sound in words. • Segment the sounds in simple words and blend them together and know which letters represent them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoy an increasing range of books. • Know that information can be retrieved from books and computers.
<p>Mathematics:</p> <p>Numbers.</p> <p>Shape, space and measure.</p>	<ul style="list-style-type: none"> • Count an irregular arrangement of up to ten objects. • Estimate how many objects they can see and check by counting them. • Use the language of 'more' and 'fewer' to compare two sets of objects. • Find the total number of items in two groups by counting all of them. • Say the number that is one more than a given number. • Find one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Record, using marks that they can interpret and explain. • Begin to identify own mathematical problems based on own interests and fascinations. • Order two or three items by length or height. • Order two or three items by weight or capacity. • Use familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Begin to use everyday language related to money. • Order and sequences familiar events. • Measure short periods of time in simple ways. Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

	Use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer.
Understanding the World: People and communities. The world. Technology.	<ul style="list-style-type: none"> • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Talk about and enjoy joining in with family customs and routines • Talk about why things happen and how things work. • Develop an understanding of growth, decay and changes over time. • Show care and concern for living things and the environment • Look closely at similarities, differences, patterns and change. • Know that information can be retrieved from computers. • Complete a simple program on a computer. • Use ICT hardware to interact with age-appropriate computer software.
	Festivals/ celebrations: Chinese New Year, Mother's Day, St Valentine's Day, Red Nose Day, Internet Safety Week Children's Mental Health Week, World Book Day.
Expressive Arts and Design: Exploring and using media and materials. Being imaginative.	<ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances. • Explore the different sounds of instruments. • Explore what happens when they mix colours. • Experiment to create different textures. • Understand that different media can be combined to create new effects. • Manipulate materials to achieve a planned effect. • Construct with a purpose in mind, using a variety of resources. • Use simple tools and techniques competently and appropriately. • Select appropriate resources and adapts work where necessary. • Select tools and techniques needed to shape, assemble and join materials they are using. • Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words • Create simple representations of events, people and objects. • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Choose particular colours to use for a purpose. • Introduce a storyline or narrative into their play. • Play alongside other children who are engaged in the same theme. • Play cooperatively as part of a group to develop and act out a narrative.

Things we need to bring to school in Reception Class:

Monday	<ul style="list-style-type: none"> • £1.00 snack money. • RWI sheet where appropriate. • School reading book.
Tuesday	<ul style="list-style-type: none"> • RWI sheet where appropriate. • School reading book.
Wednesday	<ul style="list-style-type: none"> • Return homework book to school. • RWI sheet where appropriate. • School reading book.
Thursday	<ul style="list-style-type: none"> • PE kit needed in school. • RWI sheet where appropriate. • School reading book.
Friday	<ul style="list-style-type: none"> • RWI sheet where appropriate. • School reading book.

