

Activities for home:

- Read regularly with your child. Encourage your child to use story language and look at the illustrations to tell the story. Break words down and help your child to begin to blend. Please continue to sign reading records about what you have read at home.
- Can you draw your journey to school? Can you draw and label what you pass on your journey from home to school.
- Can you find out about some animals that live in polar regions. Draw a picture of an animal or person and write a fact about them.
- Can you go on a walk and look for signs of Spring.
- Ask your child to help with activities such as sharing out some strawberries fairly, cutting a pizza in half or doubling a given amount of sweets. Challenge your child to find one more/one less than a given number. Make a tower with one or two more or fewer blocks.
- Have a go at flying a kite!
- Paint a picture of create a collage of your favourite polar animal.— You could use different materials to create feathers or add cotton wool for some snow!

Key texts:

Polar Bear, Polar Bear, What do you hear? - Bill Martin

Blown Away—Rob Biddulph

For Spring Term 1 our learning in Reception will be based around the topic..



People and Places



Class Teacher: Miss Wallace

Teaching Assistant: Miss Thomas

Communication and Language

Our learning:

Use new vocabulary through the day
Ask questions to find out more and to check they understand what has been said to them
Describe events in some detail
Listen to and talk about selected non-fiction to develop and deep familiarity with new knowledge and vocabulary



Physical Development

Our learning:

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop the foundations of a handwriting style which is fast, accurate and efficient.



Personal, Social and Emotional Development

Our learning:

Identify and moderate their own feelings socially and emotionally



Literacy

Our learning:

Read a few common exception words matched to the schools phonic programme

Spell words by identifying the sounds and then writing the sound with letter/s.



Our Curricular Goals

Retell and engage in stories using new vocabulary
Communicate using talk to articulate ideas
Listen carefully to others and express feelings
Become more independently and helpful of own needs and others
Settle into the school environment and show resilience
Be kind and show empathy towards others
Ride a balance bike with increased control
Write a simple phrase
Draw your own house and label
Zip your coat and fasten your own shoes
Read a simple sentence
Draw and describe a character
Explore a range of reading books/texts
Count confidently beyond 10
Show confidence in subtitling
Recognise and name shapes in your surroundings
Explore the world around you and show curiosity
Understand changes in seasons and give explanations
Recognise familiar places and contrasting communities
Learn a new song and create your own dance
Use a range of materials to enhance your imagination Follow a recipe to bake a cake

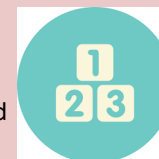
Maths

Our learning:

Understand the 'one more than/one less than' relationship between consecutive numbers

Explore the composition of numbers to 10

Compare length, weight and capacity



Understanding the World

Our learning:

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries



Expressive Arts and Design

Our learning:

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

