



<p><b>What are we learning?</b></p>	<p><b>Key Themes</b></p> <ul style="list-style-type: none"> <li>• Pets</li> <li>• Spring</li> <li>• Ponds</li> <li>• Eggs</li> <li>• Easter</li> <li>• Keeping Healthy</li> </ul>	<p><b>Reception Term 4 2024</b></p> <p><b>Key Texts:</b></p>	<p><b>Key Experiences</b></p> <ul style="list-style-type: none"> <li>• Show and Tell - talk about a pet you have, or a pet you'd like</li> <li>• Meet the school dog - Bear</li> <li>• Spotting signs of spring at forest school</li> <li>• Pond dipping</li> <li>• Egg hunt</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand why listening is important</li> <li>• Maintain attention in different contexts</li> <li>• Keep play going in response to the ideas of others and engage in conversation relevant to play theme</li> <li>• Use speech to resolve problems with adult support</li> <li>• Ask questions</li> <li>• Speak in full sentences</li> <li>• Talk with a partner in back and forth conversation</li> <li>• Learn rhymes, poems and songs</li> <li>• Engage in story times and non-fiction books</li> <li>• Learn and use new vocabulary</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Retell/create stories in their own words and for teacher scribing (Helicopter Stories)</li> </ul>		<p><b>Key Texts:</b></p>  	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Quickly recall bonds to numbers within 5</li> <li>• Represent 9 and 10 in different ways</li> <li>• Use 10 frames, fingers and bead strings to subitise groups of 9 and 10</li> <li>• Make comparisons by lining items up with 1:1 correspondence</li> <li>• Understand one more/one less relationship between consecutive numbers within 10</li> <li>• Compare quantities to 10 using the language of more than, less than, fewer than</li> <li>• Explore composition of 9 and 10</li> <li>• Explore number bonds to 10</li> <li>• Continue, copy and create repeating patterns</li> <li>• Explore and manipulate 3D shapes through play and modelling</li> </ul> 

- Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.

### Personal, Social and Emotional Development

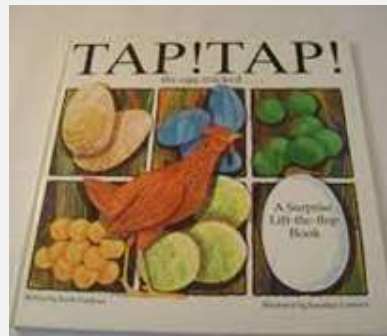
This term in the Jigsaw PSHE scheme, our theme is 'Healthy Me'

- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approach me



Other

- Managing own dressing and undressing
- 



### Understanding the World

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- Make observations and draw pictures of animals and plants in the natural world around them
- Notice signs of spring
- Understand some important processes and changes in the natural world around them, including the seasons and life-cycles
- Begin to develop an awareness of what different animals need to survive and thrive
- Continue to develop respect for other living creatures and the natural environment
- Begin to develop knowledge of how to care for other living creatures and the natural environment



## Physical Development

- Continue to develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Development of threading, weaving, and cutting skills.
- Hold pencil effectively and comfortably - using the tripod grip in almost all cases. Holds a pencil effectively to form recognisable letters.
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.



Inspired Schools P.E. focus: Fundamental movement skills - Tag Rugby

## Literacy

- Listen and enjoy sharing and joining in with a wide range of books, poems and songs
- Suggest how an unfamiliar story read aloud to them might end
- Give a simple opinion on a book they have read, when prompted
- Play influenced by experience of books
- Say a phoneme for the following graphemes: j, v, w, x, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- Read words containing the above GPCs with increased automaticity
- Spell to write VC and CVC words independently using Phase 2 and phase 3 graphemes
- Consolidate knowledge of Phase 2 and 3 common exception words in reading and writing

## EAD

- Represent ideas in different ways: collage, drawing, painting, modelling
- Explore a range of malleable materials including clay, salt dough, plasticine, playdoh
- Notice changes in the environment and represent them in the form of a landscape picture
- Paint spring landscapes
- Combine different media and skills.
- Closely observe egg shells and use watercolour paints to recreate the effect
- Look at the illustrations of eggs by Sylvia Long and explore techniques to create a similar effect



- Read simple captions and sentences made up of known GPCs and common exception words
- Hold a pencil effectively to form recognisable letters
- Form most lower-case letters correctly
- Begin to form capital letters correctly
- Begin to write simple phrases and sentences that can be read by others
- Regularly use finger spaces when writing more than one word
- Begin to demarcate sentences with capital letters and full stops



- Create creatures out of a single piece of clay to support minimal breakage in the drying process
- Invent, adapt and recount narratives and stories with peers and their teacher
- Use props to retell stories and re-enact events
- Create collaboratively sharing ideas, resources, and skills
- Sing a range of well-known nursery rhymes and songs - including 'It Must be Spring' and 'Easter Bunny'

## How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas.

### Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes together.
- Encourage your child to speak in full sentences and pronounce words clearly.
- Help expand your child's vocabulary by naming new objects in the environment and in books e.g. 'acorn' 'belt'.
- Look at photos shared through the EvidenceMe app together. The photos might help your child to talk about what they have been

### Personal Social & Emotional Development

- Encourage their attempts at independence and don't worry when they don't always get things right e.g. dressing themselves, doing up fastenings, tidying up.
- Value and praise the effort that a child is putting in to a challenge even if they don't succeed
- Play simple turn taking games.
- Encourage good oral hygiene including tooth brushing and limiting sugary food and drinks.
- Encourage a healthy, balanced diet and support them to try new foods and make healthy eating choices



learning in school.

- Encourage retelling of events and stories following a clear sequence.
- Scribe a story for your child. No longer than a page of A5

Please speak to us if you have any concerns about your child's language development.



- Facilitate regular exercise and movement opportunities
- Encourage a good bed time routine and support them to understand why sleep and rest is good for our bodies
- Talk to children about the importance of limiting screen time
- Talk to your child about their trusted grown-ups and what to do if a stranger approaches

### Physical Development

- Encourage your child how to hold a pencil correctly between thumb and forefinger. This video can offer support <https://www.youtube.com/watch?v=UPg9qpq6Hhg>
- Help your child to form letters correctly using the mnemonics we have learnt
- Help your child to practise writing letters on a line with ascenders and descenders
- Encourage your child to use a knife and fork correctly
- Encourage children to independently manage jobs that build motor skills. For example, doing up zips and buttons, turning socks the right way out, getting dressed, putting shoes on, drying dishes, carrying bags, cutting up their own food, using scissors etc.
- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, jumping, skipping.
- Provide opportunities to play with different sized balls. Practise throwing, catching and kicking.
- 'Cosmic Kids' yoga clips are available on Youtube and these provide fun, story-based opportunities to practice balance and flexibility.



### Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed. Where possible encourage touching each object as it's counted to support counting with 1:1 correspondence.
- Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'.
- Play counting-based games such as dominoes, ludo, snakes and

### Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print. Use new vocabulary.
- Listen to your child read their decodable phonics books at least three times a week. Encourage them to practise until fluent and reading with expression. You can model this for them.
- Listen to your child read their weekly 'Learning to Read with

*ladders or number snap.*

- *Play 'spot the number'—focus on the numerals 0 to 10, and challenge your child to find them everywhere—on front doors, clocks, car registrations, birthday cards and more.*
- *Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.*
- *Practise rote counting together and support your child to go to 100.*
- *Play the thief game. Start with a number of objects up to 5 (higher if your child is ready). Your child closes their eyes while you steal some objects. The child opens their eyes and has to tell you how many were stolen based on the number remaining.*
- *The website 'topmarks' has some good maths games for this age group including:*

*<https://www.topmarks.co.uk/learning-to-count/todays-number-up-to-20>*

*<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>*

*<https://www.topmarks.co.uk/learning-to-count/underwater-counting>*

### ***Understanding the World***

- *Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.*
- *Go on a walk. What signs of spring can you spot? What can you see/smell/hear/feel?*
- *Use specific vocabulary when talking about the natural world you can see e.g. 'snowdrop, newt, moss' etc.*
- *If you have a pet, involve your child in elements of care e.g. feeding or grooming*
- *Talk to your child about how we can look after our natural environment. e.g. not picking wild flowers, putting insects back where they came from etc.*
- *Read and talk about information books based on their interests.*

*Phonics' reading sheets. These help keep you up to date with what we have been learning in class and what we want children to be achieving.*

- *Use 'pure sounds' when supporting your child to sound out words. <https://www.youtube.com/watch?v=UCI2mu7URBc>*
- *Look at 'Evidence Me' to stay up to date with the sounds taught so far.*
- *The website and app <https://www.teachyourmonstertoread.com/> provides excellent phonics practice from a beginner level to reading full sentences.*



### ***Expressive Arts and Design***

- *Encourage colour mixing with paints or other materials to create specific shades of colour*
- *Encourage careful observation and colour matching*
- *Encourage taking care of resources so brushes stay smooth and paints don't dry out.*
- *Encourage them to draw, make pictures and models of what they are interested in, see or experience.*
- *Where possible, watch and talk about dance and performance art, expressing their feelings and responses.*
- *Listen to a range of music together and talk about how it makes you feel*
- *Visit an art gallery*
- *Put on some favourite music to get them moving. Encourage*

*Perhaps learning about animals, ponds or eggs will ignite a new interest in your child that they would like to explore further.*



*your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes.*

- *Use play dough, plasticine or clay to create models*

