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## Reception Spring Term 2026 Curriculum Letter

*Headteacher: Mr Chris Hill*

Topic Focus	'You've Got a Friend in Me'
#Area of Learning	Main Learning Focus
Communication and Language	<ul style="list-style-type: none"> <li>Maintaining attention and sitting quietly during appropriate activity.</li> <li>Talking about story characters and settings.</li> <li>Listening and responding to ideas and questions.</li> <li>Adding extra information/ detail to spoken sentences e.g. I like...because...</li> <li>Joining in with repeated refrains and rhymes in stories.</li> <li>Following instructions involving several ideas or actions.</li> <li>To orally retell key stories using story telling actions</li> </ul>
Literacy (Reading and Writing)  Key Texts:  The Three Billy Goat's Gruff  The Elves and the Shoemaker	<ul style="list-style-type: none"> <li>To write their name independently starting each letter in the correct place and orientation- name writing on feelings faces for registration</li> <li>Focusing on the use of capital letters, finger spaces and full stops when writing short captions and sentences.</li> <li>Quick recognition of 'harder to read and spell' words- those words which are not phonetically decodable</li> <li>Hearing and identifying all sounds in words e.g. cat, dog, shop, duck</li> <li>Spelling words by listening carefully for each sound and then writing it.</li> <li>Making a guess at a new word by looking at the first letter and looking at picture clues.</li> <li>Attempting to write more difficult words by listening for sounds e.g writing d, g, and n for dragon.</li> <li>Learning and applying in reading and writing digraphs and trigraphs e.g. oo (<b>boot</b>), ar (<b>car</b>) and igh (<b>high</b>).</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>Counting reliably to 10 and beyond.</li> <li>Select the correct numeral to represent groups of objects.</li> <li>Ordering items by length, height, weight and capacity.</li> <li>Understanding the composition of numbers to 10.</li> <li>Understand and use the part-whole model</li> <li>Uses the language of 'more' and 'fewer'.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Find one more and one less of a group of objects.</li> <li>In practical activities, using the vocabulary involved in addition and subtraction.</li> <li>Estimating and counting.</li> <li>Begin to use mathematical names for 3d shapes and correct vocabulary to describe.</li> <li>Making and continuing patterns with shapes.</li> <li>Use everyday language related to time e.g. today, yesterday, tomorrow, later, this afternoon etc...</li> <li>Comparing mass and capacity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use the language first, next, after, last to sequence familiar events.</li> <li>• Begin to record mathematical thinking using pictures, numerals and symbols</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Holding a pencil with a tri-grip and forming letters correctly.</li> <li>• Use language such as top to bottom, anticlockwise, capital letter, lower case letter, ascender, descender when focusing on handwriting and letter formation.</li> <li>• Sit with good posture</li> <li>• Knowing what happens to our bodies when we do exercise.</li> <li>• Throwing and catching a range of P.E. equipment, (quoits, bean bags and balls) including working with a partner.</li> <li>• Being able to balance on different body parts with increased control.</li> <li>• Pinching and moulding malleable materials (e.g. plasticine, dough or clay) to make models.</li> <li>• To be able to use scissors safely and accurately e.g cutting along a line.</li> <li>• Understand the importance of exercise, healthy eating. sleeping and hygiene.</li> <li>• Begins to recognise and assess own risks. E.g when jumping, carrying thigs etc...</li> </ul>
Personal Social and Emotional Development	<ul style="list-style-type: none"> <li>• Being more independent e.g. fastening coat, putting on own shoes and socks.</li> <li>• Learning about the things needed to keep their bodies healthy such as sleep, healthy, food, exercise.</li> <li>• Being confident to 'have a go' at new things and to work hard (being resilient).</li> <li>• Cooperating and negotiating with friends.</li> <li>• Thinking about things that he/she is good at.</li> <li>• Continuing to practice our 6Rs - being resourceful i.e. to think of different ways to solve problems and being reflective – thinking about their learning and ways to improve.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Finding out about the different people in our community and everyday life who help us such as doctors, dentists, policeman/women, etc...</li> <li>• Talks about why things happen and how things work.</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, feel, hear when outside.</li> <li>• Recognise some environments are different to the one we live in.</li> <li>• Understand changing seasons and the natural world.</li> <li>• Shows care and concern for living things in the environment.</li> <li>• Observing and predicting changes- seasonal, colour, etc...</li> <li>• Identifying the five senses and making safe choices over which ones to use when investigating.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Exploring the texture of paint e.g. mixing thick and thin paint.</li> <li>• Drawing and painting from observation- Spring flowers</li> <li>• Using a paintbrush to produce different techniques e.g. full twist, ducks foot and full circle.</li> <li>• Use clay to create clay sculpture of Snail</li> <li>• Learn about artists such as Matisse</li> <li>• Copying short rhythms and using percussion instruments to make a range of sounds.</li> <li>• Playing imaginatively, sometimes taking on a different character role.</li> <li>• Responding to music imaginatively and with simple sequences of movements.</li> <li>• Using glue and tape to join together different materials and learning how to make a strong join.</li> </ul>
Characteristics of Effective Learning linked to 6 R's	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Resourcefulness</li> <li>• Reflectiveness- thinking about how they might be able to do something differently or make changes to improve the outcome.</li> <li>• Responsibility</li> <li>• Reciprocity</li> </ul>

Hello and a belated Happy New Year!

We are really looking forward to the new term, and hope you are too.

Firstly **some reminders:**

\*Reception is open from **8.45am and sessions start at 8.55 am**. You will need to go to the office to register if arriving at school after this time. **Reception children leave at 3.05pm**.

\***Reception** will have a P.E. lesson on Fridays this half term and will therefore need to come in P.E. kit on that particular day.

A reminder that long hair needs to be tied back and earrings must be removed.

**Forest School** sessions will be on Wednesday this half term for children in Beech Class and sessions and sessions will begin next week. Please look out for messages regarding forest school dates and session information on the 'Evidence Me' app.

\***Please check** that all your child's belongings are **still clearly named**, particularly jumpers, lunchboxes and P.E. kit. If your child has lost an item please check the lost property box in Reception.

Can you please ensure that the **wallet with your child's Reading Record and phonics reading book** is in your child's book bag every day. This means it will always be available in school to be changed.

\*Please remember **NOT** to put drinks into book bags as they often leak! We have had a number of books damaged as they have got wet due to bottles leaking.

**A reminder that your child's achievements at home** can be shared with your child's teacher on **Evidence Me**.