

Reception Spring 2024 First Half Term Overview

Topics: Signs of Winter

In class your child will be...	At home you could...
PRIME AREA: Communication and Language	
<ul style="list-style-type: none"> Describing events in detail using time connectives such as first, next, then , after, tomorrow, yesterday etc. Understanding how to listen carefully and why listening is important Sustaining their focus when listening to a story 	<ul style="list-style-type: none"> Try and use new words throughout the day to expand your child's vocabulary. You could swap a word for another. For example, instead of saying 'it is a bright colour', you could say 'it is a very vivid colour'. You could also repeat sentences back to your child and add in extra descriptive words. For example, if your child says 'I like apples,' you could say, 'Yes, I like juicy, ripe apples too'.
PRIME AREA: Personal, Social and Emotional Development (Jigsaw Unit: Dreams and Goals)	
<ul style="list-style-type: none"> Learning about our school value 'equality' Learning about 'challenge' and why it is important to never give up Setting their own goals Identifying obstacles they may face and how to get support to tackle the Controlling their own feelings and behaviours 	<ul style="list-style-type: none"> Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before. Using building blocks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.
PRIME AREA: Physical Development	
<u>Fine and Gross Motor Skills</u>	
<ul style="list-style-type: none"> Threading, cutting, weaving, using playdough and other Fine Motor activities. Holding their pencil effectively with a comfortable grip. Forming recognisable letters where most are correctly formed. Moving their bodies with confidence. Dancing. Provided with opportunities to spin, rock, tilt, fall, slide and bounce. Continue to learn about the importance of the different aspects of a healthy lifestyle. learn how to stay safe using space. They work independently and with a partner to complete tasks. 	<ul style="list-style-type: none"> During mealtimes, encourage your child to cut up their own food using knives and forks. Start with soft food before moving to food that is slightly tougher. Alternatively, provide cutlery to practise cutting playdough. Spend time doing activities that encourage your child to use their fingers and hands as much as possible, for example, using playdough, pegging out the washing, cutting and sticking etc. This will help to develop muscle strength and improve pencil grip.
<u>PE Lessons</u>	
<ul style="list-style-type: none"> Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. 	<ul style="list-style-type: none"> Practise: hopping, galloping, skipping, sliding, jumping, changing direction, balancing and running with awareness of others around them.

SPECIFIC AREA: Literacy

- Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Creating a timeline of how plants grow
- Using vocabulary and forms of speech that are increasingly influenced by their experience of books
- Developing their own narratives and explanations by connecting ideas or events
- Recounting a trip to the Environmental Area
- Writing labels
- Ordering familiar stories
- Creating their own story maps
- Learning how to use a RWI Speed Sound Chart

Focus Texts:

- The Gruffalo's Child - retell parts of the story and using the repeated phrases
- Create posters and label signs of winter. Using a variety of texts to support learning such as 'Robin's Winter Song' and non-fiction texts.
- Begin to understand the differences between non-fiction and story texts.
- Recall characters' feelings and thoughts using the story 'Robin's Winter Song'.
- Writing messages about looking after animals in winter. Using books 'A Snowy Night' and a 'The Big Sleep' to support.
- Create a timeline of the growing cycle, linked to The Tiny Seed

- Encourage your child to practise writing simple words the phonic sounds that they know. You could give them different purposes for writing, such as writing a shopping list, writing a greetings card or a postcard, writing a sign for their creations, or writing some treasure hunt instructions.
- Help your child to develop their vocabulary by talking about signs of winter around you. Naming the objects you find. Encourage them to explain how winter is different to the other seasons.

SPECIFIC AREA: Mathematics

- Introducing the part-whole model
- Counting to 6, 7 and 8
- Counting to 9 and 10
- Comparing groups up to 10
- Combining two groups to find the whole

- Create some number cards (either 1 to 10 or 11 to 20) and see if your child can place them in order. Then, ask your child to close their eyes while you either take a card away or swap a card to a different place in the sequence. When your child opens their eyes, they can be a number detective and work out what you have done, then fix the problem in the number sequence

SPECIFIC AREA: Understanding the World (RE Devon Agreed Syllabus – The Story of Creation, how Christian's believe the world was created)

- Discussing how we care for the natural world around us, linked to stories based on how animals adapt for winter.
- Exploring the world around them and identify signs of winter.
- Exploring Ice and explaining the process of melting.
- Use torches to explore light, dark and shadows using the story 'The Gruffalo's Child' as inspiration.
- Interact with the outdoors to foster curiosity. Being given the freedom to touch, smell and hear the natural world around them during hands-on experiences
- Understanding different cultures by experiencing and describing celebrations for Lunar New Year
- Growing plants – broad beans (February) and observing the bulbs growing around our school grounds.

- Explore the natural world around you in your garden or local park. Encourage your child to look closely for signs of winter and the beginnings of new growth. Extend your child's vocabulary by naming the natural objects found and the winter/spring flowers beginning to grow.
- Freeze water into ice cubes to make towers or models. Observe and explain what happens when the water freezes and the ice melts.
- Create a shadow puppet show at home. Support your child to explain how the shadows are made.
- Make some Chinese food with your child to help their understanding of Lunar New Year.

SPECIFIC AREA: Expressive Arts and Design (Music Charanga Unit: Everyone!)

- Explore colour mixing by mixing white to create different shades of blue to represent an icy scene.
 - Melt some primary coloured ice cubes next to each other, explore and describe what happens when the colours mix together.
 - Design and construct a path way for small world characters to cross ice and water using tape, sticks, cubes, cups, blue tack, string and other construction materials.
 - Work as part of a group to design and create a large scale dragon for our Lunar New Year celebrations.
 - Follow a simple beat with drums and cymbals to perform a Lunar New Year parade around our school.
 - Creating plant observational drawings.
 - Make rubbings in the environmental area.
 - Create transient art using natural materials based on the story 'Snowballs' by Lois Elhert.
- Explore a range of art techniques, such as collage, printing or rubbing. Your child could make a card or decoration for an upcoming celebration.
 - Sing songs and dance as much as possible!