



Shincliffe CE Primary School Home / School Links

Spring 1

During this half term the children in **Reception** will be looking at the following areas within their "Frozen" theme:

| Curriculum Area | Content to be taught in school | Possible Activities to be completed at home |
|------------------------------------|--|--|
| Communication, Language & Literacy | <ul style="list-style-type: none"> • Playing sound games which encourage the segmenting and blending of 3 letter words. • Playing rhyme and alliteration activities. • Continuing to learn the letter sounds using "Jolly Phonics" resources at the rate of 3 new sounds per week. • Moving onto learning simple consonant clusters (sh, ch, th) and vowel digraphs (ai, ee, igh, oa, oo). • Blending and segmenting of simple 3 letter words and then moving onto 4 letter words. • Continuing to recognise a growing range of "tricky words" on sight. • Beginning to write simple words and short sentences independently, by making phonetically plausible attempts at unknown words. | <ul style="list-style-type: none"> • When reading stories with your child, stop part way through and ask them to explain to you what they think might happen next. • Support your child by listening to them read their school reading books, encouraging them to segment (sound out) the words and then blend them independently. • Play games like "I spy" to encourage them to hear the initial sounds in words. • Support them with being able to write for different purposes whilst at home (e.g. shopping lists, writing birthday cards etc). • Encourage your child to hold a pencil using the correct "froggy fingers" grip when writing, drawing & colouring. |
| Mathematical Development | <ul style="list-style-type: none"> • Recognising numerals 1 - 10 and then 1-20. • Counting up to 10 objects accurately, moving on to counting more than 10 objects in a random arrangement. | <ul style="list-style-type: none"> • Practise forming the numbers, using the "Ten Town" rhymes to aid correct formation. |

| | | |
|--|--|--|
| | <ul style="list-style-type: none"> • Selecting the correct numeral to represent 1-10, then 1-20 objects. • Naming the 3D shapes (cube, cuboid, pyramid and cone) and beginning to describe their properties. • Recognising and continuing simple repeating patterns • Using everyday language related to money and time. | <ul style="list-style-type: none"> • Play games like "Ludo" which involve counting the correct amount of spaces to move your counter along. • Sing number rhymes and make up your own actions for them (e.g. "10 fat sausages sizzling in a pan", "5 little monkeys bouncing on the bed" etc) • Help your child to use words such as "pay", "buy", "money", "cost" & "change" in the correct context. |
| Knowledge & Understanding of the World | "Frozen" - Talk about the season of Winter within their local environment and compare it with the cold conditions of Antarctica. | <ul style="list-style-type: none"> • Talk about the signs of Winter that you can see when you are outside (bare branches on the trees, frost on car windscreens in the mornings etc) |
| Technology | <ul style="list-style-type: none"> • Completing simple programs on a computer. • Using ICT hardware to interact with age-appropriate computer software. • Learning how to take photographs using an Ipad. • Beginning to learn how to type their name using the keys on a computer keyboard. | <ul style="list-style-type: none"> • Encourage your child to use technology at home themselves to foster independence (e.g. Turning a CD/DVD player on & off themselves, taking photos independently using a mobile phone or a digital camera, typing their name on a PC or laptop keyboard etc) |
| RE | <p><u>Chinese New Year</u> - Learn about the festival of Chinese New Year and discover how people prepare for & then celebrate it.</p> <p><u>Special Books</u> - Understand how The Bible is a special book for Christians.</p> | <ul style="list-style-type: none"> • Talk about the festival of Chinese New Year. Can your child explain something that they have learned about it? • Ask your child to tell you about a book which is special to them. Can they tell you why it is special? |
| Personal, Social & | <u>Circle Time</u> - Reinforcing class routines and rules. | <ul style="list-style-type: none"> • Practice turn-taking and sharing fairly. |

| | | |
|--------------------------|--|--|
| Emotional Development | <ul style="list-style-type: none"> - Talking about classroom behaviour. - Discussing our likes and dislikes. - Knowing that we can be friends with others, even if they have different interests from ourselves. | <ul style="list-style-type: none"> • Allow them time to explore their feelings through talking with you. |
| Expressive Arts & Design | <ul style="list-style-type: none"> • Folding and cutting paper circles to make snowflakes. • Making transient art snowflakes (using glass beads etc) • Painting pictures of penguins. • Drawing pictures of their favourite character from "Frozen". <p>Music - Songs linked to Winter/Snow</p> | <ul style="list-style-type: none"> • Encourage your child to hold pencil crayons/felt pens using the correct "froggy fingers" grip. • When your child is drawing, encourage them to add more detail to their pictures. |
| Physical Development | <ul style="list-style-type: none"> • Becoming more independent when dressing and undressing for PE; putting on and fastening their own coats, putting their shoes on the correct feet etc. • Experimenting with different ways of moving over, under, along and through gymnastic apparatus. • • Showing increasing control over an object (a ball) by throwing and catching it. • Handling tools, objects, construction and malleable materials safely and with increasing control, especially scissors. | <ul style="list-style-type: none"> • Encourage your child to dress and undress themselves independently whenever possible. • Practise using scissors at home to cut paper, encouraging your child to hold them correctly and safely. • Practise different ways of moving such as hopping, skipping, running, marching, jogging etc. • Practise throwing a ball back and forth with your child, varying the size of ball used. Is it easier to catch a large ball like a football or a smaller ball like a tennis ball? |