



# Reception

## Spring Term 2020

Welcome back. And Happy New Year to you! I hope you had a happy Christmas and you are all ready to start the new term. As you may know, Mrs Devenport has started her maternity leave and will be off for the rest of this school year. I have already had a couple of opportunities to meet your child last term, so I am excited to get to know them better and have a fantastic time in Reception.

This term we will continue to build on the great start your child has had up to now. We will continue to observe the children in a range of self-initiated and adult led activities to assess your child's stage of development. This ensures that the learning and play activities provided will aid their learning journeys.

There will be an opportunity for you to come into school later on in the term to talk to me about how your child is settling in. It is a busy term with a number of planned events. Some of these include Parent Assembly and World Book Day, as well as Mothering Sunday and Easter services in Church. at the end of term.

The links between home and school are especially important in the Early Years. I would like to take this opportunity to ask you to record any comments about your child and their learning at home in your child's diary or on the 'Proud Clouds' provided.

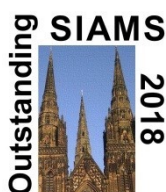
### Any Questions ?

I am always available at the start or end of the school day. However, an appointment can be made if you would prefer a more discreet conversation.

### Medical Issues

Please inform a member of staff if your child's medical status should change. For example the need for an inhaler or development of an allergy. It would also be helpful if you could advise our staff if any medication has been given before the school day.

Mrs Griffin



During the term the following objectives will be covered:

## Mathematical Development

### Numbers

I can count up to three or four objects by saying one number name for each item.

I can count objects to 10, and am beginning to count beyond 10.

I can count out up to six objects from a larger group.

I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.

I can count an irregular arrangement of up to ten objects.

I can say the number that is one more than a given number.

I can estimate how many objects I can see and check by counting them.

I can use the language of 'more' and 'fewer' to compare two sets of objects.

I can say the number that is one more than a given number.

I can find one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.

I can record, using marks that I can interpret and explain.

I can find the total number of items in two groups by counting all of them.

### Shape, Space and Measures

I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

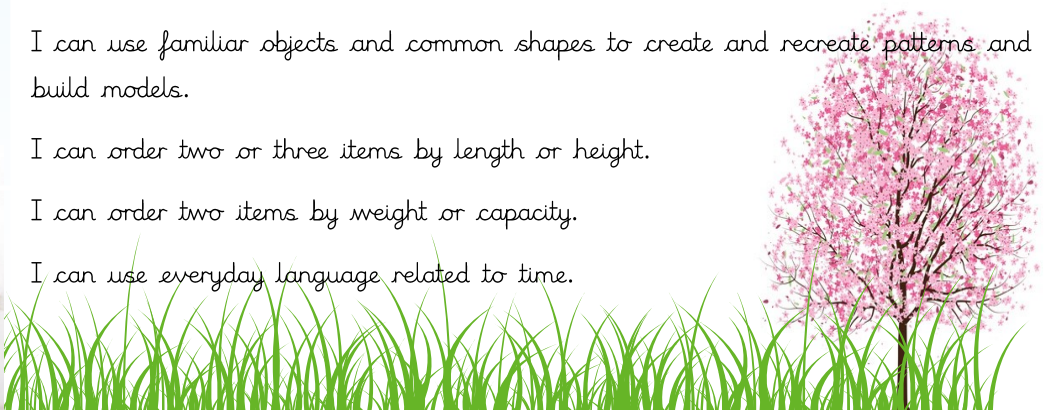
I can use familiar objects and common shapes to create and recreate patterns and build models.

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I can order two or three items by length or height.

I can order two items by weight or capacity.

I can use everyday language related to time.



# Literacy Development

## Reading

During the term the following objectives will be covered:

I can hear and say the initial sound in words.

I can segment the sounds in simple words and blend them together and know which letters represent some of them.

I can link sounds to letters, naming and sounding the letters of the alphabet.

I am beginning to read words and simple sentences.

I can use vocabulary and forms of speech that are increasingly influenced by books.

## Writing

I give meaning to marks that I make as I draw, write and paint.

I begin to break the flow of speech into words.

I continue a rhyming string.

I hear and say the initial sound in words.

I can segment the sounds in simple words and blend them together.

I link sounds to letters, naming and sounding the letters of the alphabet.

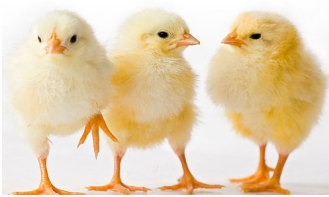
I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

I write my own name and other things such as labels and captions.

I attempt to write short sentences in meaningful contexts.

## Vocabulary Focus

This year we will be developing a new approach to the teaching of vocabulary. We will continue to develop a language rich environment and make learning new words fun by playing word games and singing songs. We will also develop the children's understanding of key concepts.



All Saints CE  
(VC) First  
School  
&  
Busy Bees Pre-  
school

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## Learning Questions

### Autumn Term First Half

*Is everybody's home the same?*

We will begin the topic by thinking about the houses that we live in. What do they look like and what features do they have? How are our homes different to our friends homes? We will then move on to think about whether our houses are in the country, a town or a city and what the climate is like where we live. We will also explore how we can keep safe at home



### Autumn Term Second Half

*What's in the egg?*

To explore this question we will be thinking about creatures that hatch from eggs. We will be finding out about the lifecycle of a chick by observing eggs and seeing what happens when the chick hatches. We will use this as an introduction to Easter identifying why we eat eggs at Easter time.



### Physical Development

Our PE lessons will take place on Mondays and Fridays. Please can you make sure that the children have their PE kits in school and all earrings are removed on these days.

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