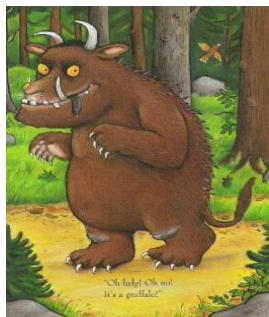


# Reception



## Spring 1 2022

### The world around us...

This term we will be exploring the world around us. This includes where we live and the wider world. We will particularly focus on the season of winter and what this looks like here and around the world. We will be investigating ice, thinking about the weather and what happens to animals in winter.

We are also very excited to be joining in with the RSPB Big Garden Birdwatch. We will make our own bird feeders and then spend time looking for wildlife in our outside area. This is also something you may like to join in with at home.

To continue our learning adventure, we will be exploring countries around the world and what happens to them in winter. Are all countries cold in winter?

We will also explore the North Pole and South Pole and what they are like. We will find out about what these places are like and the animals that live there. Please see below, some books you may like to look at about our learning adventure.

### Phonics

This term, we will be continuing with the Song of Sounds phonics programme. We will continue to learn new sounds and children will begin to be introduced to sounds which have 2 or 3 letters but 1 sound (digraphs and trigraphs). We will also be beginning to learn tricky words. These are often seen as red words, which are in a spikey star. Tricky words, are words which do not follow the normal rules and cannot be sounded out e.g. the. Children will be learning to read, say and write these words.

### Mathematical Development

In maths this term, we will continue to develop our number skills. We will continue to explore numbers up to 5 and include 0. We will focus on comparing numbers to 5 and how the numbers to 5 are made. Children will begin to learn their number bonds to five and use language related to addition and subtraction. To finish this half-term, we will explore the concept of time and compare mass and capacity.

### Personal, Social and Emotional Development

This half-term we will also continue to develop our personal, social and emotional skills. We will particularly focus on playing with others and how we can be kind to each other and how this makes us feel. To support our learning we will read the book 'Have you Filled a Bucket Today?'

### Writing

Due to our evolving phonics knowledge and physical skills, there will be a focus on developing writing, during 'shared writing' sessions. We will continue to develop our gross and fine motor skills (ready for writing), in our 'squiggle time' and 'dough gym' sessions and during continuous provision. During provision, there will opportunities for children to mark make, practice writing their name, practice letter shapes or for children to begin to write words or short, simple sentences. When children are beginning to write words or short sentences, we will be encouraging them to use their developing phonics knowledge to sound out (segment) words.

**At this point, it is OK if words are spelt how they sound e.g. c - ay - k for cake.**

### Home learning and reading books

Phonics home learning will continue to be added to Tapestry on a Friday. Please continue to upload your finished home learning the following Friday. We will also begin to send home reading books on a Monday. Please read across the week, sign the reading record and return the following Monday.

### Helping your child at home...

Share books together at bedtime and talk about new vocabulary and the pictures. Make sure pens/pencils are available for mark making.

Support your child's phonics knowledge by practising the Song of Sounds song, sounds and tricky words. Practice reading words (blending) and also sounding out (segmenting), listening carefully for all the sounds. To support your children's number knowledge, continue to practice recognising numerals and talk about numbers you see whilst out and about. You may like to begin to use the language of addition and subtraction your child and begin to practice number bonds to 5. Practice number formation, letter formation and name writing.

### Library Look Out:

