

Curriculum Information – Reception – Spring 1

Class Saint



The Holy Family

The Holy Family is made up of Jesus, Mary, and Joseph. They show us how to live with love, kindness, and care for one another. Mary and Joseph trusted God and looked after Jesus, teaching us about faith and family. The Holy Family inspires us because their strong faith and love for God show us how to trust Him and live together in peace and care.

Feast Day: Celebrated on the first Sunday after Christmas.

We will celebrate this special Feast Day in school on Thursday 15th January.



CST Link: Solidarity

God created us as one global family called to support our brothers and sisters. We believe in showing we care, just like Mary and Joseph care for Jesus and Jesus cares for us.

RE



Christmas

We will learn that Jesus was born in a stable in Bethlehem and that the first visitors he received were the shepherds. We will sequence the Christmas story and give thanks to God for the wonderful gift of Jesus.

People who care for us

We will learn that families try to show love and care for each other and draw pictures of those people who love and care for us. We will also learn that Jesus' family included Mary and Joseph and recall a celebration that Jesus attended with Mary, The Wedding at Cana. We will learn about why people get married and recall other times Mary and Joseph celebrated (such as Jesus' birth and the finding in the temple. We will also identify other family celebrations.



Communication and Language

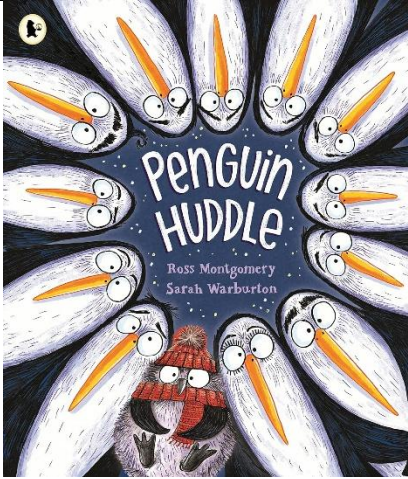
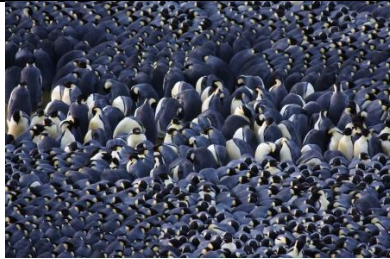

This term, we will be focusing on developing children's speaking and listening skills through fun and interactive activities. Here's what we'll be covering:

- Learning seasonal poems and longer songs
Children will enjoy reciting poems and singing songs linked to the seasons and celebrations. For example, we will learn winter-themed rhymes and songs for upcoming events.

- Expanding vocabulary
We will introduce new and exciting words during story time, role play, and topic-based discussions. For instance, when exploring winter, children might learn words like "frost," "hibernate," and "icy."

	<ul style="list-style-type: none"> • Joining in with familiar stories and retelling key events Through shared reading sessions, children will join in with repeated phrases and later retell stories in their own words. Activities include using story props and sequencing cards to help them recall events. • Following multi-step instructions Children will practice responding to instructions with three or four steps, such as “Please get your coat, put on your shoes, and line up at the door.” • Asking and answering a range of questions, including ‘how’ We will encourage curiosity by asking questions during science experiments or cooking activities, such as “How does ice melt?” or “How do we make bread rise?” • Describing events in detail After special activities like nature walks or class celebrations, children will share what they saw and did, using descriptive language. • Articulating ideas in well-formed sentences Through circle time and small group discussions, children will practice expressing their thoughts clearly and confidently. • Using past, present, and future tenses accurately We will model and encourage correct use of tenses during conversations, for example: “Yesterday we painted pictures,” “Today we are reading a story,” and “Tomorrow we will visit the library.”
<p>Physical Development</p>	<p>This term, we will be developing children’s fine motor skills and independence through a variety of hands-on activities. Here’s what we’ll focus on:</p> <ul style="list-style-type: none"> • Cutting with control Children will use developmental scissors to cut around shapes and work with different materials, such as collage pieces. • Improving pencil grip and writing control Through activities like tracing patterns and drawing with purpose, children will develop a comfortable grip and better control of writing tools. Children will begin forming most letters correctly, write their first name, and start writing their second name. • Using cutlery with confidence Children will practice using a knife and fork with increasing control during lunch time. <p>P.E - <u>Gymnastics & Dance activities</u> Children will continue experimenting with moving their bodies in a variety of ways. Children will also start to hold their body in different positions using different body parts and travelling over varied objects and different heights. They will become</p>

	<p>more independent in getting dressed for PE and be able to put on their coat independently, attempting to do up the zip.</p>
<p>Personal, Social and Emotional Development</p>	<p>This term, we will be supporting children in building independence, resilience, and social skills through a range of activities. Here's what we'll be focusing on:</p> <ul style="list-style-type: none"> • Following established routines independently and increasingly following class and school rules Children will learn to manage daily routines such as hanging up coats, tidying resources, and preparing for snack time without reminders. Through discussions and role play, we will reinforce expectations and help children understand why rules are important for everyone's safety and happiness. Children will take on classroom jobs such as watering plants or tidying up, fostering pride and accountability. • Taking part in group games We will play outdoor games like "Duck, Duck, Goose" and "Follow the Leader" to encourage teamwork, turn-taking, and listening skills. • Exploring social stories We will use stories and discussions to teach important life skills, such as: How to show love and kindness to others What to do when feeling worried How to resolve conflicts during play • Extending play with others and taking on roles in pretend play Children will engage in imaginative play in areas like the home corner or shop role-play, learning to negotiate roles and cooperate with peers. Activities such as building with blocks, creating art, and exploring sensory trays will encourage purposeful play and decision-making. • Independently washing hands and managing hygiene We will reinforce handwashing routines before meals and after outdoor play, helping children understand why hygiene is important. • Beginning to think about the perspectives of others Through circle time and collaborative activities, children will learn empathy and consider how others might feel in different situations. • Showing resilience and perseverance in the face of challenge Activities like building tall towers, completing puzzles, and learning new physical skills will help children keep trying even when tasks are tricky.

<p>Literacy</p>	 <p>We are very excited to introduce the children to the Magic Story box approach. We will be using drama and oracy strategies to explore the text Penguin Huddle.</p>	
<p>Maths</p>	<p>We will be:</p> <ul style="list-style-type: none"> • Counting to 6, 7 and 8 • Counting to 9 and 10 • Comparing groups of objects up to 10 • Combining 2 groups to make a whole • Measuring length, height and distance • And measuring weight. 	
<p>Understanding the World</p>	<p>This term, children will be developing their knowledge and understanding of the world through our focus text Penguin Huddle and related stories. They will learn about habitats and environments that are different from the one we live in, exploring what life is like in cold places.</p> <p>We will investigate snow and ice, looking closely at freezing and melting through hands-on experiments. Children will also experience heating as we make hot chocolate and porridge together. To deepen their understanding, we will compare a cold environment to a hot one, discussing similarities and differences.</p>	
<p>Expressive Arts and Design</p>	<p>This term, we will be encouraging creativity and imagination through a variety of exciting activities. Imaginative play will be a key focus, allowing children to take on roles, create stories, and express ideas in role-play areas and small world setups.</p> <p>Children will make creative pictures using collage, mixed media, and self-chosen materials, giving them the freedom to explore textures and techniques. We will also create artwork linked to our learning about penguins, helping children to think carefully about the colours and materials they choose. They will explore colour mixing also.</p>	

<p>Key events for the half term</p>	<ul style="list-style-type: none"> • Thursday 15th January – Class Saint assembly 2.40pm • Thursday 22nd January – Forest School – warm, waterproof clothing required • Friday 23rd January – Reception Miss Jones – parent lunch • Tuesday 3rd February – parents evening • Wednesday 4th February – parents evening • Friday 6th February – Reception Mrs Osborne – parent lunch
<p>Homework</p>	<ul style="list-style-type: none"> • Reading at home should take place three to five times a week. This will be monitored through daily diary checks. Children will receive a reading book linked to their current phonics level. • Please also complete the children’s phonics flashcards with them. You can practice saying the sounds or begin to put the sounds together to make words for the children to read. If you need support with saying the sounds correctly, please ask your child’s teacher. New sounds are added weekly as the sounds are taught. • The parent weekly focus sheet is sent home each week on a Thursday. These inform you of what we are covering each week with the children, provide important reminders and provide example activities or worksheets for your child to complete at home. Please ensure you take the time to do these activities with your child at home and return them the following week. Please comment on how your child has got on with the suggested activities in their reading diary.