

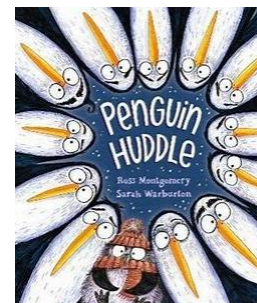
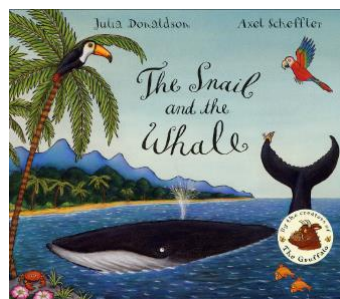
## Wrens termly overview – Spring 2, 2025

### What are we learning in Reception?



What lives there?

### Focus texts



### PSHE

In PSHE this term the children will be exploring 'Keeping safe'. They will learn about what's safe to go onto and into their bodies (including medicines), how to stay safe indoors, outdoors and online. They will talk about the importance of listening to feelings and understand people who help to keep them safe.

- Know and talk about the different factors that support their overall health and wellbeing.
- Express their feelings and consider the feelings of others.

### CL

This term the children will continue to develop their listening and attention skills, understanding features of good listening, such as looking at the person who is speaking, actively listening to *what* is being said and waiting for our turn to talk. They will develop their understanding of how and why questions and begin to explain their understanding. We will also explore a range of ambitious vocabulary through Drawing Club and understand their meanings.

- Understand how to listen carefully and why listening is important.
- Explore new vocabulary.
- To ask the meaning of new words and sometimes use them in my own speech.
- To answer 'how' and 'why' questions.

### PD

This term the children will be developing their movement and gross motor skills within an introduction to manipulation games in PE. They will also continue to develop their gross motor skills within Forest School sessions.

- Revise and refine fundamental movement skills within PE lessons, Forest school and within classroom /outdoor provision.
- Balance using whole body and arms.
- Move in a range of ways using apparatus, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Develop and refine fine motor skills and hand eye coordination needed for writing.
- To dress and undress for PE.

### Maths

In Maths this term the children will be focusing on building numbers 9 and 10. They will find, represent and compare 9 and 10 and continue to deepen their understanding of number through conceptual subitising. They will explore the composition of numbers up to 10 and develop their fluency when recalling number bonds to 5 and 10, as well as continuing to find doubles of numbers up to 10. In their shape, space and measure unit they will explore and compare lengths and heights, as well as begin to talk about, sequence and order time.

- Count orally, using number rhymes and songs
- Count objects in a group and compare numbers.
- Recognise numerals and match to a number of objects
- Subitise numbers 6-10 and develop a deep understanding of numbers to 10.
- Continue to form numerals correctly
- Explore length, height and time.

### Literacy

In English this term the children will be exploring a range of stories in Drawing Club, such as Snail and the whale, Meerkat mail and Penguin huddle. They will learn a wide range of ambitious vocabulary linked to each story and will be encouraged to use these throughout each week – please do ask your children what words they have learned in Drawing Club! We will continue to focus on forming letters correctly, writing CVC words and begin to write simple sentences as well as practising reading words and short sentences.

- Read some letter groups that each represent one sound and say sounds for them.
- Blend sounds they know to read simple CVC words and sentences.
- Read a few common exception words.
- Continue to learn how to form letters correctly and write simple words.
- Engage in extended conversations about stories, learning new vocabulary and answering what, who, where and why questions.

### UW

This term in RE the children will learn about stories connected with celebration of Easter. They will say why Easter is a special time for Christians and talk about ideas of new life in nature. The children will learn to recognise some symbols Christians use during Holy Week and make connections with signs of new life in nature. As part of our animal habitats topic, the children will learn what a 'habitat' is and begin to identify habitats found locally and around the world. They will begin to think about how animals are suited to live in their habitat. We will focus on the continent of Africa and explore what animals live there, the art, music and other cultural aspects and compare them to where we live.

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise that people have different beliefs and celebrate special times in different way.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.

### EAD

This term the children will explore and learn about various types of permanent and temporary joins. They will be encouraged to tinker using a combination of materials and joining techniques in the junk modelling area and create animal homes. In music the children will come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. They will also practise a range of artistic skills using different materials and media to create pieces linked to our animal habitats topic.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Listen attentively, move to and talk about music, expressing their feelings and responses.

### How you can help at home

We greatly encourage and appreciate your involvement in your child's learning and you are always welcome to ask questions or seek advice on how you can support your child's learning at home. Here are a few ideas:

#### Personal Social & Emotional Development

- Give your child lots of opportunities to make decisions, give opinions and discuss their feelings *e.g. what fruit shall we buy? How does that story make you feel? What did you like best?*
- Encourage their attempts at independence and don't worry when they don't always get things right *e.g. dressing themselves, doing up fastenings, tidying up.*
- Show them how to resolve conflicts peacefully. For example, if they are upset because they don't want to do something, offer them some simple choices with the same outcome *e.g. would you like this or that story before you go to bed?*
- Value and praise their efforts, especially when trying something new.
- Take them to parks and places where they can spend time with other children.
- Play simple turn taking games.
- Talk to them about healthy food choices and why they are important.

#### Communication and language

- Make time for conversations with your child daily.
- Share and talk about stories and information in books.
- Play with them, commenting on what you are doing.
- Echo back what they say, with new words added.
- Be aware of too much background noise e.g. tv, radio etc.
- Sing nursery rhymes.
- Don't be afraid to use more complex vocabulary and explain its meaning.

**Please speak to us if you have any concerns about your child's language development.**

### Physical Development

- Provide opportunities, such as visits to the park, to encourage your child to be physically active. Encourage and show them how to move in different ways, e.g. hopping, skipping.
- Sing action songs and rhymes and encourage them to dance along to music.
- Encourage mark making in lots of different ways e.g. using paints, pens, chalks on a pavement, sticks in mud etc.
- Play puzzle and threading activities to help develop hand-eye coordination.
- Show your child how to hold a pencil correctly between thumb and forefinger.
- Help your child to form letters correctly using the resources sent from school.
- Help them to practise learning to write their name, with a capital letter at the beginning and lower case letters after.



### Mathematics

- Count everything with your child, from ducks on the pond to stairs up to bed. Sing counting songs and rhymes to help teach your child about numbers and order, as well as rhythm and rhyme e.g., 'Five Little Monkeys', 'Ten in the Bed'. Play counting-based games such as dominoes, ludo, snakes and ladders or snap.
- Play 'spot the number' – focus on the numerals 0 to 9, and challenge your child to find them everywhere –on front doors, clocks, car registrations, birthday cards etc.
- Involve your child in everyday activities such as shopping and cooking to help them understand mathematical concepts such as weight, capacity, sharing and measuring.

### Literacy

- Share stories and books daily with your child. Talk to them about what they have heard, drawing attention to the pictures and print.
- Visit the library to encourage and develop your child's interest and excitement in books and stories.
- Talk to them about the world around them and enjoy rhymes, poems and songs together.
- Support your child's developing reading and writing skills by engaging with the resources and activities sent home from school. These will include story books to listen to and talk about, letters to practise sounding and, when ready, simple regular and irregular words to practise reading. When appropriate, simple books for your child to read will also be sent home for them to share.

### Understanding the World

- Draw your child's attention to the world around them. Talk to them and encourage them to talk to you about things that they see, smell, hear and feel and the changes they notice throughout the year.
- Encourage their natural curiosity and support their ability to ask and answer questions by exploring changing materials such as freezing water or helping with simple cooking activities.
- Read and talk about information books based on their interests.
- Look at photos of family members and themselves when they were younger. Talk about the past from your own and their own personal experiences. Talk about what different people do at home, at school and in the wider community.
- Ask questions such as, 'what would you like to do when you grow up?'

### Expressive Arts and Design

- Encourage them to draw, make pictures and models of what they are interested in.
- Encourage them to build and create props for play using everyday junk materials e.g., turning an empty cardboard box into a castle for a toy.
- Keep a 'busy box' with things like string, tape, wrapping paper scraps, lolly sticks, and stickers that your child can use to make whatever they want and ask them to talk about their creations.
- Use drama to act out things from daily life. It could be doctors, mothers, fathers, shopkeepers, firefighters – whatever your child likes.
- Put on some favourite music to get them moving. Encourage them to march, roll, stamp, hop, slide and twirl. Point out sounds with steady beats, like a ticking clock or a dripping tap. Encourage your child to clap, tap, march or bang to the beat. Help them develop a sense of rhythm with songs, and rhymes like 'Incy wincy spider', 'Heads and shoulders', 'Five little monkeys' and 'Jack and Jill'.