

5<sup>th</sup> January 2022

Dear Parents

### **Reception Spring Term Curriculum Letter**

Welcome to the Spring Term at Fosse Bank School! I hope you all had a lovely Christmas and we look forward to welcoming in 2022 with an exciting term of learning and activities.

A copy of the Spring Term Curriculum Map is attached for your information.

Swimming takes place on Mondays and all swimming kit must be taken home on Monday evening. Children come to school in their PE kit on Wednesdays and Thursdays. They will also have Forest School on Wednesdays and will need their kit in school. Please ensure all clothing is named.

The Early Years Foundation Stage continues throughout the Reception Year. Each of the Early Learning Goals is covered within the classroom. The curriculum encourages development through child-initiated learning. Our main Topic this term will be 'A Toy's Story'. Our focus will be on helping your child begin to develop an understanding of the past and present which is covered in the 'Understanding the World' Early Learning Goal. We will be exploring this concept of chronology and identifying change by reading stories, information books and handling artefacts. We will also be covering the following topics: Chinese New Year, St. David's Day, World Book Day, St. Patrick's Day, Holi Hindu Festival, Mother's Day and Easter. We are aiming to go on a trip to visit St. John's church in Hildenborough as part of our R.E. learning and 'Understanding the World' Early Learning Goal.

The phonics scheme we will continue to follow is 'Read Write Inc'. This is an innovative scheme which teaches letter and sound knowledge, reading and writing in parallel. We will enhance our number and numeracy recognition by following the Abacus Scheme.

The Spring Term is always a busy one so please refer to the Spring Term Calendar and be on the lookout for letters informing you of events taking place. We are confident that your child will have a happy, productive and enjoyable term but should you wish to discuss any aspects of their experiences at Fosse Bank, please do not hesitate to email me [K.Maier@fossebankschool.co.uk](mailto:K.Maier@fossebankschool.co.uk).

Many thanks for your continued support. We look forward to working with you throughout the year.

Yours sincerely

Miss K Maier  
Reception Teacher

Miss A Cordingley  
Headmistress

## Reception Spring Term 2022 Curriculum Map

<b>Mathematics</b>	<p><b>NUMBER</b></p> <p>Recite numbers to 20            Subitise; recognise how many without counting            Recognise numerals to 20            Count up to 20 objects in a set            Estimate a set of objects, sounds, actions or images up to 20            Say whether there are more or less than a given number in a set of up to 20 objects            Compare and order numbers to 20            Begin to understand that teen numbers (11–19) are 10 plus some more            Partition sets of ten objects and learn the number pairs to 10.</p> <p><b>MEASUREMENT</b></p> <p>Use and understand the language of length: long, short, longer, taller etc.            Use and understand the language of weight: heavy, light, heavier, lighter etc.            Compare two weights using direct comparison            Compare two and then three lengths or heights to establish the order from longest to shortest            Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)            Measure a weight using uniform non-standard units (large marbles, conkers)            Recognise, understand and know the four seasons            Recognise key months (festivals, birthdays)            Begin to learn the months of the year and recite these in order            Recognise units of time: seconds, minutes, hours, days, weeks (fortnight), months, years            Begin to understand the value of different coins            Make small amounts of money up to 10p by adding coins (5p + 2p + 1p etc.)            Recognise and name coins            Make small amounts of money using 10p plus one or two small coins (10p + 2p = 12p etc.)            Make small amounts of money up to 20p by adding coins            Recognise days of the week and say which day it is, recite the days of the week in order            Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today            Match key times of the day to o'clock times, e.g. school starts at 9 o'clock            Begin to read o'clock times on analogue and digital clocks</p>
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	<p><b>MENTAL ADDITION AND SUBTRACTION</b></p> <p>Partition a set of five, six, seven and eight objects into two sets in a practical context          Read simple number sentences that use +, - and = signs          Begin to recognise the relationship between addition and subtraction in a practical context          Say the number one more and one less than any number up to 20</p> <p><b>MENTAL MULTIPLICATION AND DIVISION</b></p> <p>Double numbers up to 5, using objects and fingers          Recognise the doubles to 10 as even numbers          Begin to halve even numbers to 10</p> <p><b>GEOMETRY: POSITION AND DIRECTION</b></p> <p>Recognise and name left and right          Recognise and use the language of direction: forwards, back, sideways, etc.          Follow and give directions using the appropriate language          Begin to identify the properties of common 3D shapes          Recognise and name common 3D shapes</p> <p><b>PROBLEM SOLVING, REASONING AND ALGEBRA</b></p> <p>Recognise and continue a repeating pattern using objects, images or shapes          Recognise line symmetry in images and simple patterns          Count in 2s from 0 to 20 and begin to recognise the pattern          Begin to recognise even and odd numbers in a practical context</p>
<p><b>Communication and Language</b></p>	<p><b>LISTENING AND ATTENTION</b></p> <p>Understand how to listen carefully and why listening is important          Learn new vocabulary and use in different contexts</p> <p><b>UNDERSTANDING</b></p> <p>Ask questions to find out more and to check they understand what has been said to them          Engage in story times</p> <p><b>SPEAKING</b></p> <p>Connect one idea or action to another using a range of connectives          Describe events in some detail using sequencing words</p>

	Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen
<b>Literacy</b>	<p><b>READING</b>            Read individual letters by saying the sounds for them and become familiar with letter groups such as ‘th’, ‘sh’, ‘ch’, ‘ee’, ‘igh’            Blend sounds into words, so that they can read simple phrases and sentences            Read a few common exception words – <i>Read Write Inc</i> ‘red words’            Enjoy an increasing range of books</p> <p><b>WRITING</b>            Form lower-case and capital letters correctly            Spell words by identifying the sounds and then writing the sound with letter/s            Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.            Re-read what they have written to check that it makes sense.</p>
<b>Understanding the World</b>	<p><b>PEOPLE AND COMMUNITIES</b>            Know about similarities and differences between themselves and others.            Talk about members of their immediate family and community.</p> <p><b>THE WORLD</b>            Comment on images of familiar situations in the past.            Compare and contrast characters from stories, including figures from the past.            Understand that some places are special to members of their community.            Recognise that people have different beliefs and celebrate special times in different ways.            Explore the natural world around them.</p>
<b>Expressive Arts and Design</b>	<p>Create collaboratively, sharing ideas, resources and skills.            Explore, use and refine a variety of artistic effects to express their ideas and feelings.            Develop storylines in their pretend play.</p>
<b>Personal, Social and Emotional Development</b>	<p>See themselves as a valuable individual.            Build constructive and respectful relationships.            Express their feelings and consider the feelings of others.            Show resilience and perseverance in the face of challenge.</p>

<p><b>Physical Development</b></p>	<p><b>MOVING AND HANDLING</b>            Show an understanding of how to transport and store equipment safely.            Experiment with different ways of moving.            Develop ball skills (team games) and Movement Patterns (Dance)            Sportshall Athletics            Use simple tools to effect change to materials.            Develop foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>HEALTH AND SELF-CARE</b>            Manage their own basic hygiene.            Know and talk about the different factors that support their overall health and wellbeing.</p>
<p><b>French</b></p>	<p>Learn about Epiphany and the Galette des Rois            Learn about the Rainforest and join Milo and Amelie to learn another song with some animals in the rainforest, extend their classroom instructions vocabulary and consolidate numbers 1-10 and learn about Easter traditions in France.</p>
<p><b>Music</b></p>	<p>Explore rhythm and pulse.            Learn about the rhythms of marching, running and jumping as well as going on an imaginary train journey with lots of percussion instruments along the way.            Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>