

By the end of the first half term your child should be able to:

Communication and Language Development- be able to sit independently for carpet sessions, understanding that they need to focus on what the adult is saying. They should be able to take turns in conversations and show an awareness of the needs of the listener, changing their tone and language as necessary. Children should be constantly expanding their vocabulary in using new words in different contexts. They should be able to ask and answer simple questions and their explanations should show their ability to use language to organise, sequence and clarify thinking, ideas, feelings, events.

You can support their learning at home by: Allow plenty of time for them to think of answers to questions (resist the urge to jump in and answer for them). Read to them every day – including non-fiction books. Limit screen time to a maximum of 1 hour a day (this is tablets/laptops/tv and phones combined). Too much time watching electronic devices inhibits language development and concentration.

By the end of the first half term your child should be able to:

Physical Development – be able to manage their personal hygiene independently including wiping their own bottom and using tissues without reminders. They should be able to hold a pencil using a tripod (a comfortable three finger) pencil grip and write the first letter of their name. They should be able to cut along a line using a comfortable scissor grip

You can support their learning at home by: Encourage them to be independent in toileting and dressing. Try not to wipe their bottom for them – it is much better if you talk them through the process rather than do it for them. Give them lots of opportunities to draw and paint. Try the dough disco (<https://www.youtube.com/watch?v=i-IfzeG1aC4>) and take them to the park – encouraging them to climb. All of these will build up the muscles they need in their hands so that they can begin to form letters in a conventional way.

By the end of the first half term your child should be able to:

Literacy: - be able to hear the first sound in a word. They should be able to blend the sounds in simple words – if you say ‘I need a p-e-n’, they should say the word ‘pen.’ They should be able to name the first 32 phase 2 sounds. They should be able to segment the sounds in simple words for example if you ask them to segment the word cat they should say ‘c-a-t.’ They should be able to hear rhymes in stories and continue a rhyming string, these words can be nonsense words e.g fish – dish, bish, mish.

You can support their learning at home by: playing lots and lots of I-spy games. Make sure that they read their reading book to you every day. Read to them every day! This is the most powerful tool you have in supporting your child in language and literacy development.

By the end of the first half term your child should be able to:

Maths Development – be able to recite the number sequence forwards and backwards to/from 10. They should be able to count – saying one number name for each object to 5. Your child should be able to recognise amounts to 5 (subitise) without counting them- this takes a lots of practise! Children should be able to identify where objects are by using prepositions (under/on top/next to/behind etc). They should begin to understand that numbers can be made up of smaller numbers (number bonds) e.g 5 can be made up of 2 groups of objects - 3 and 2.

You can support their learning at home by: using everyday situations to count – count steps or stairs as they walk. Model using prepositions in your everyday conversations. Play lots of maths games.

If you have any questions about the curriculum or how you can support your child then please come to chat to me. Miss Barbara

Physical Development

Cooking pancakes/spring rolls – describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.

How does it work/Woodwork licences – taking apart machines - handles tools, objects, construction and malleable materials safely and with increasing control and intention.

Move like a Bog Baby - demonstrate strength, balance and coordination when playing.

Ongoing: writing - begins to use anticlockwise movements and retraces vertical lines. Hold a pencil effectively in preparation for fluent writing – using a tripod grip.

Mathematics

Block and dice game - use die patterns to play track games.

Number hunt- matches the numeral with a group of items to show how many there are (up to 10).

Bean bag throw - find ways to partition a set of 5.

How long is your monster/hairy toe - becomes familiar with measuring tools in everyday experiences and play.

Bog 'baby' clinic- enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.

Numicon - sort the Numicon using the criteria 'odd blocks' or 'even tops', describe attributes of the Numicon.

Birds and nests - identify when a double is shown and explain why, say what the whole is when there are 2 equal parts.

Understanding the World

Create a nature area- makes observations of animals and plants and explains why some things occur, and talks about changes.

Observation of Elliott - talks about the features of their own immediate environment and how environments might vary from one another.

What did you do when you were little? - understands the past through settings, characters and events encountered in books read in class and storytelling.

Planting bulbs for Mother's Day - Makes observations of animals and plants and explains why some things occur, and talks about changes.

Personal, Social and Emotional Development

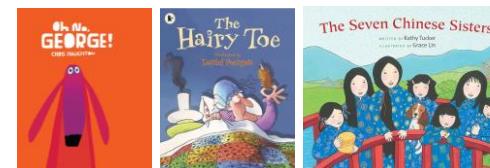
Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.

Reception Spring 2026

Here are some of the learning experiences we will use to explore our theme:

Once Upon a Time

Core texts: PLEASE **DO NOT READ THESE BOOKS AT HOME UNTIL WE HAVE COMPLETED THEM AT SCHOOL.**



Traditional stories; funny stories, sad stories, scary stories and stories from around the

Events

Chinese New Year, Pancake Day, World Book Day, St Patricks Day, Holi, Ash Wednesday, Mothers Day, Easter Egg hunt.

Communication and Language

Bog 'baby' clinic- express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction.

Shared research about monsters - uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Hold conversation when engaged in back and-forth exchanges with their teacher and peers.

What makes you scared?- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Hotseating Elliott- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Literacy

Stories from story seeds – starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own names.

How would you look after a bog baby - uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

My favourite story/letters to Elliott- write recognisable letters, most of which are correctly formed.

Creating information books about monsters - begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Phonics –consolidate linking sounds to letters - phase 2 sounds and introduce phase 3 sounds. Ongoing: Reading – reads words and simple sentences. Read some common irregular words

Expressive Arts and Design

Split pin monsters - uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

Shadow puppet show - develops their own ideas through experimentation with diverse materials.

Bog baby clinic- plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

Chinese restaurant role play - invent, adapt and recount narratives and stories with peers and their teacher.