



Reception Termly Overview

Spring 2025

We are looking forward to the Spring Term in Reception. In our Termly Overview, you will find more details about what we will be covering in school this term. Take a look at our class and curriculum webpages for more detail! If you have any further questions, please email us:

Mrs Gott (Monday and Tuesday) corkill.h@welearn365.com

Miss Hanton (Wednesday-Friday) Hanton.C@welearn365.com



Communication and Language

Listening, attention and understanding

- To follow a story without pictures or props
- To retell a story
- To understand questions such as who, what, where, when, why and how

Speaking

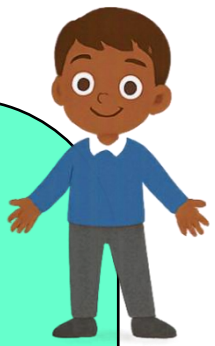
- To develop the confidence to talk to other adults they see on a daily basis.
To talk in sentences using conjunctions and, because
- To learn and use new vocabulary.
- To share their work with the class-standing up at the front
- To ask relevant questions
- To use new vocabulary in different contexts,
- To begin to use tenses more consistently

Expressive art and design

Being imaginative and expressive

- Retell stories with repeated phrases and actions (Bear Hunt, Little red hen)
- Learn and perform some Spring poems
- Using colour to express emotions (Kandinsky)





Personal, social and emotional development

Self-regulation

- To focus during longer whole class lessons
- To follow two-step instructions
- To identify and moderate their own feelings socially and emotionally
- To consider the feelings and needs of others

Managing self

- To begin to show resilience and perseverance in the face of challenge
- To practise doing up a zipper
- To practise doing buttons
- To practise doing up buckles
- To develop independence when dressing and undressing for activities such as P.E and
- Messy play

Building relationships

- To begin to work as a group with support
- To use taught strategies to support turn taking
- To listen to the ideas of other children and agree on a solution and compromise

Understanding the world: The Natural World (science)

- To ask questions about the natural environment. Signs of Winter/Spring.
- Investigation station
- Ice, freezing and melting
- Changing materials (cooking)
- Electricity (static electricity, circuits, electric toys)
- Properties of materials (acid/alkaline cleaning coins)
- Plant seeds

Physical Development

Fine motor skills

- To use a tripod or similar effective grip when using mark making tools
- To hold scissors correctly and cut along a curved line
- To thread small beads
- To use small pegs
- To write taught letters using correct formation
- To hold scissors correctly and cut out large shapes
- To write letters using the correct letter formation and control the size of letters

Understanding the world: People, culture and communities (geography)

- To know about people who help us within the local community, (What do people do all day)
- To know that Christians celebrate Easter.





Reading

Comprehension

- To act out stories
- To begin to predict what may happen in the story
- To suggest how a story might end
- To retell a story
- To follow a story without pictures or props
- To talk about the characters in the books they are reading

Word reading

Following Song of Sounds Phonics scheme:

- To recognise taught sounds j v w x y z zz qu sh ch th ng ai ee igh oa oo o oar or er ow oi nk air ear ure
- To read longer words.
- To read simple sentences containing some tricky words
- To read books matching their phonic ability
- To read tricky words: he be me we was her my by you are all she put push pull full they of

Writing

- To form lower-case letters correctly
- To begin to write sentences using fingers spaces
- To understand that sentences start with a capital letter and end with a full stop
- To spell words using taught sounds
- To spell some taught tricky words correctly
- To form lower-case letters correctly.
- To write sentences using finger spaces and full stops
- To spell words using taught sounds
- To spell some taught tricky words correctly.
- To begin to read their work back



Expressive art and design

Creating with materials

- Explore making more 3D creations (puppets, story characters)
- Learn some joining techniques to fix 2 materials together (folding, creating tabs or flaps)
- Discuss their puppets and junk creations and how they made them.
- To experiment with mixing primary colours.
- To use colours in concentric circles (Kandinsky)
- Share their creations and techniques
- To embark on more in depth projects (child's interest) in junk modelling work shop

Mathematics

Number & Numerical patterns

Following NCETM Mastering Number

- Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
- describe position, in, on, under, over, on top, behind, in front, beside, in-between
- identify and name shapes with 4 sides,. Shapes in the environment.
- day and night. First, then, after, before, day, night, morning, afternoon, today, tomorrow, yesterday.



Understanding the world: Past and present (history)

- Placing events in chronological order
- To know about the past through settings, characters and events encountered in books read in class and storytelling (favourite stories)
- To talk about the lives of the people around us.
- To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.

Looking for ways to help at home? Here are some things you may wish to practise to support your child's development:

- Fastening their coat and putting on gloves independently
- Using the toilet and washing their hands
- Sharing stories. Reading for 10 minutes daily
- Practising sharing and taking turns with toys and games
- Talk to them about solutions when they disagree with others, thinking about other people's feelings as well as their own
- Going to bed at around the same time each night, ensuring plenty of sleep
- Limit screen time to the recommended daily amounts (up to 1 hour a day is recommended by the NHS and World Health Authority)
- Play board or card games, recognise numerals, count on from the number they are on, find totals.

