



Holmesdale Infant School Reception Curriculum Overview - Spring 1 2025

Dear Parents/Carers,

We have a busy and exciting term ahead of us.

This term we are learning about **'Captivating Castles'** exploring the Big Question **'Where Were Castles Built?'**. During this time, we will be exploring what a castle is, looking at and naming some of the external and internal features of a castle. We will look at where some Castles are in England and will compare some of these, looking at similarities and differences!

Our topic will be enhanced with our on-site enrichment day on Castles, Kings and Queens led by the Alfresco Learning Company.

We will also be developing our knowledge through some key texts; Look inside a Castle, In the Castle, Find Out about Castles! and Zog

We will be setting home school learning challenges throughout this half term to support the curriculum we are teaching, so look out for these on Evidence Me. As always, please share any work your child produces at home via evidence me. We love to celebrate their achievements by sharing this in class via the interactive board.

SPRING 1 Reception Overview - **Where Were Castles Built?**

Area of Learning	
Personal, Social and Emotional Development	<ul style="list-style-type: none">• Continue to show respect for each other e.g. manners/ differences• Take part in turn taking activities such as Dobble / Snakes and ladders• Begin to understand the need to respect and care for the natural environment and all living things• Explain the reasons for rules, know right from wrong and try to behave accordingly• Talk with others to solve conflicts - develop the skills of listening and negotiation• Being able to wait for what they want and control their immediate impulses when appropriate• Show an understanding of their own feelings and those of others, and begin to

	<p>regulate their behaviour accordingly</p> <ul style="list-style-type: none"> • Begin to understand how others might be feeling • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Express their feelings appropriately and consider the feelings of others • Builds constructive and respectful relationships • Think about the perspectives of others • Show sensitivity to their own and to others' needs <p>We follow the scheme PSHE Matters. This term we are focusing on 'Being Safe'. We will begin the term by revisiting the work we have previously done though the book on My Body Belongs to Me by 'Jill Sarishevsky' and also be revisiting Pantosaurus and understanding what's in our pants is private. Again, we will share this link with you at home once we have taught the children, so that you can reinforce this with your child.</p> <p>We will be revisiting what and who are our Trusted Adults are at school and home.</p> <p>The children will learn to understand what risk taking is and will learn to work together to solve problems safely.</p> <p>They will learn participate in Road Safety activities and learn how to keep safe on the roads.</p> <p>We will take part in 'Anti Bullying' week which we call 'Friendship Week'. During this time, we work on developing the morals and values; respect and tolerance for each other. The children will be reminded of Trusted Adults and Play Buddies who they can go to if they need help or are worried about something. They will develop an understanding of what a 'Friend' is and what is means to be a good friend.</p>
Physical Development	<ul style="list-style-type: none"> • To continue to be able to put on their coat independently and fasten this • To continue to be able to manage their own personal hygiene - using the toilet independently and washing / drying their hands afterwards • To continue to develop an awareness of making healthy food and drink choices • To continue to use a knife and fork with control and independence • To know and talk about the different factors that support their overall health and

	<p>wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian</p> <ul style="list-style-type: none"> • To handle scissors and a pencil, paintbrush with care and control • Use a comfortable grip with good control when holding pens and pencils • Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Develop the foundations of a handwriting style which is fast, accurate and efficient • Form spiral patterns and form lower-case letters correctly. We will be focusing on learning to form the Long-Legged Giraffe Letters ; l, i, u, t, j, y. Each week we will send each letter home and the patter via evidence me for you to consolidate at home with your child. It is really important that they learn to start and finish their letters in the correct place, as this will help them to transition on to joins more quickly in Year 2. <p>In P.E the children will be participating in Dance lessons. This will enable them to:</p> <ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance • Combine different movements with ease and fluency.
Communication and Language	<ul style="list-style-type: none"> • To continue to understand the importance of listening and increase their attention skills • To listen to and follow instructions with 2 parts or more • Learning and joining in with a range of rhymes and songs, paying attention to how they sound • Engage in rhyming activities • Learn simple poems • Share fiction and non-fiction texts • Listening to and engage in stories • Listen to and talk about stories to build familiarity and understanding

- Retelling simple stories
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Describe events in detail
- Connect events together
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen
- Increase and use new vocabulary learnt through the day
- Ask questions to find out more and to check they understand what has been said to them.

Literacy Development

- Name Writing - continue to form their first name with correct letter formation and progress on to their surname - again focus on correct letter formation
- Oral retelling of a familiar story; Cinderella / Rapunzel
- Mark making and ascribing meaning to the marks they make
- Writing for different purposes; name writing, word building, list, labels, sentence writing, story maps, retell a familiar story through writing
- Hearing and saying the initial sound in a word and writing this e.g. c for cat
- Spell words by identifying the sounds and then writing the sound with letter/s
- Using their phoneme mats to help build words - writing and using magnetic letters
- Handwriting patterns - Following the scheme 'Squiggle While You Wiggle' -Dancing out then drawing out 'dot', 'up and down' and 'Side to Side', 'curved', 'straight', 'diagonal', 'loop' and 'spiral' patterns
- Using the handwriting patters to help understand where to start and finish when forming the letters; l, i, u, t, j, y
- Form lower-case and capital letters correctly
- Daily phonic session, focusing on using robot arms to segment and blend words;
- **ch sh th ng / Words with 's' at the end plurals and word forms**
Words with 's' at the end e/g/ rings / bags / ai ee igh oa /
oo(u) oo ar or / ur ow oi ear air / Double letters (dd mm tt)

Double letters (bb rr gg) / Double letters (dd pp ff tt) and longer words.

- We will send a phonic newsletter each week so that you can help consolidate your child's learning at home and share any learning via evidence me
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Individual Reading time with an adult - the book will be sent home for you to share together

Our Key text: Look inside a Castle

Other supporting Texts: In the Castle, Find Out about Castles!, Zog, Cinderella, Rapunzel

Mathematics

We follow the White Rose Maths Scheme

- **Subitise - 0-5 - Five Alive** - Find 0, 1, 2, 3, 4, 5 / Subitise 0, 1, 2, 3, 4, 5 / Represent 0, 1, 2, 3, 4, 5 and 1 more / 1 less / Composition of 0, 1, 2, 3, 4, 5
- **Mass and Capacity / Length and Height**- Make comparisons between objects relating to size, length, weight and capacity. Compare length, weight and capacity
- **Mass and Capacity / Length and Height**- Compare a mass / Find a balance / Explore and compare capacity / Explore and Compare length / Explore and compare height
- **Growing 6, 7, 8** - Find 6, 7 and 8 / Subitise 6, 7, 8 / Represent 6, 7, 8 / 1 more and 1 more / Composition 6, 7, 8 / Make pairs odd-even / Double to 8 (find double) / Double to 8 (make double) / Combine 2 groups / Conceptual subitising

- **Time-** Talk about Time / Order and Sequence Time
- Through provision continue to develop; 1:1 correspondence when learning in provision
- Matching and sorting resources when learning and tidying in provision
- Using the maths knowledge of more and less when tidying in provision
- Recognising and forming numbers up to 10 when learning in provision.

Understanding the World

- Explore the natural world around them
- Use all their senses in hands-on exploration of natural materials
- Describe what they see, hear and feel whilst outside
- Begin to understand the need to respect and care for the natural environment and all living things
- Explore collections of natural materials with similar and/or different properties
- Finding out what a castle is
- Finding out about some of the basic external and internal features of a castle
- Comparing some castles in England - similarities and differences
- Draw information from a simple map
- Create a simple map
- Develop a positive attitude about the differences in themselves and other people
- Talk about their family and community
- Compare and contrast characters from stories, including figures from the past
- Explore the natural world around them, making observations and drawing pictures of animals, plants and castles
- Comment on images of familiar situations in the past
- Engaging in sensory walks; creating journey sticks to capture what we can hear, see and feel in the natural world
- Listening to and developing an understanding of the creation story
- Sharing stories from different religions based on the creation story.

Expressive Arts and Design

- Sing rhymes and sing songs from memory
- We follow the scheme Charanga for music. During each session the children will listen and Respond / Explore and Create - initially using voices only but building to using classroom instruments too /Singing - nursery rhymes and action songs - building to

singing and playing / Share and Perform

- We follow the scheme Kapow. During this term we will be following the Design and Technology strand where we will be exploring the unit on **STRUCTURES**. During this time we will be exploring what materials are **Waterproof and Not Waterproof / testing and making predictions for which materials float or sink / To compare the uses of boats / To investigate how the shape and structure of boats affects the way they move / To design a boat / To create a boat based upon their own design.**

Within provision we will continue to;

- Explore, use and refine a variety of artistic effects to express ideas and feelings
- Explore different materials freely, to develop their ideas about how to use them and what to make
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- To enhance our understanding of the seasons we will use the changes we observe within our Artwork
- Exploring a range of construction materials - joining and fixing materials.

How Can You Help at Home?

Name All Your Child's Belongings

Please can we politely request that all your child's belongings are named. We recognise how frustrating it is if your child does not come home with their belongings. We do try our very best to ensure they come out of school with their belongings but if these are not named it is a very difficult quest - almost mission impossible with 30 children! Please ensure their name is on all clothing (including hats, scarves and gloves), footwear, bags, water bottles and lunch boxes.

Independence

Please encourage your child to be as independent as possible at home e.g. dressing/undressing, putting on their own coat and fastening this, putting on and taking off puddle suits, hats, gloves and scarves and shoes/wellington boots.

Please can you support your child in learning to keep their belongings safe; putting their gloves in their coat pocket, hat and scarves in their coat sleeves.

Please support your child with being independent with managing their own personal hygiene - wiping after using the toilet and washing drying hands

Please keep supporting your child to use a knife and fork independently.



Home-school Reading Books

Home-school reading books need to be brought back to school each day in your child's reading folder as they will be reading to adults within school. Your child's reading book will be kept in school on a **Thursday** so that their new reading book can be **returned on a Friday**.

School Reading Folder

Please can you bring your child's reading folder to school daily with your child's reading book in the folder as they will read throughout the week to different adults.

Phonics and Key Words

Your child will continue to bring home a weekly phonic newsletter containing our weekly phonemes. Please can you consolidate these phonemes with your child at home. Some weeks your child will bring home a new key word which we are learning in phonics. We appreciate your help in helping your child to consolidate previous words taught and to help learn new ones. Please keep consolidating reading these words in different contexts.

Let's Celebrate Wall

We have a 'Let's Celebrate Wall' in class. This is where we post '**WOW**' moments. This is special information, such as achievement, behaviour, manners, about each child. We love to hear about the special times and things you do with your child at home and would love you to write these down on one of our '**WOW**' moment stars (These will be popped in your child's reading folder week 2). Once completed please send back in your child's reading folder and we will share these at the end of each day and then display on our celebration wall.



Outdoor Clothing

We access the outdoor environment on a daily basis for learning in all types of weather. Therefore, we do ask that your child comes to school in a waterproof coat and has a pair of wellington boots and puddle suit that they can keep in class. Please can you make sure all items of school uniform, coats and waterproofs are named.

Safety

If your child is going to be collected from school by someone else apart from yourself, we do ask if you can please inform us. If we have not been informed, then your child will not be released until we have had confirmation from you, this is part of our safeguarding procedures.

If you have any worries or concerns, please do not hesitate to contact us in the **first instance via evidence me** and then via your child's class teacher's email. These can be sourced from the school website.

Many Thanks
EYFS Team