



## Holmesdale Infant School Reception Curriculum Overview - Spring 2 2024

Dear Parents/Carers,

We have a busy and exciting term ahead of us.

This term learning about '**Once There Were Giants**' exploring the Big Question '**Are Giants Real?**'. During this time, we will be exploring and predicting what might be at the top of the beanstalk. Are giants real, if so, what would they look and sound like? Afterwards we will progress on to predicting what the landscape will look like at the top of the beanstalk. We will be linking lots of our work around the big question; Are Giants Real? through our art work and stories. Some of the stories we will be looking at are; **Jack and the Beanstalk, Jasper's Beanstalk, The 3 Billy Goats Gruff, The Girl and the Dinosaur, Who Hides Here -Footprints in the Garden and finally Once There Were Giants.**

Our Literacy focus for this term will be 'Talk for Writing' and we will be focusing on '**Jack and the Beanstalk**'. We will attach the text we are sharing in class, so you can help your child to become familiar with this at home.

We have given some home learning ideas below and will be setting some other home school learning challenges throughout this half term to support the curriculum we are teaching. 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 2 Reception Overview - Once There Were Giants - **Are Giants Real?**

Area of Learning	
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li><li>• Continue to show <b>respect</b> for each other e.g. manners/ differences</li><li>• Show that themselves and others are <b>valued</b></li><li>• Show <b>tolerance</b> towards one another</li><li>• Work and play cooperatively and take turns with others</li></ul>

- 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
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Talk about their feelings using words like 'happy', 'sad', 'angry', 'worried', 'calm' and 'loved'
- Express their feelings appropriately and consider the feelings of others
- Builds constructive and respectful relationships
- Form positive attachments to adults and friendships with peers
- Continue to develop positive attitudes about the differences between people
- Think about the perspectives of others
- Show sensitivity to their own and to others' needs
- Show resilience and perseverance in the face of challenge.
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**We follow the scheme PSHE Matters.** This term we are focusing on '**Relationships**' and '**Change**'.

- During this time the children will continue to build trusting relationships with peers and adults. They will explore and talk about what makes a good friend and identify different ways of showing we care. The children will be working together to solve problems when constructing a beanstalk, reinforcing why rules are important in games/team work activities. We will be playing turn taking games, where they will need to work cooperatively with others and will understand how to be a good winner and loser. Discuss what makes a good listener and why this skill is important when working together to find a solution to problems they encounter. To discuss and identify different ways we can show respect to others. Children will engage in different scenarios to develop an understanding that they can have different points of view.

- **At home you could:**

Develop a family tree or draw your family. Discuss what you like and love about each other. Play a board game such as Snakes and Ladders, modelling how to be a good winner and loser

## Physical Development

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food 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 wellbeing: - regular physical activity- healthy eating- toothbrushing- sensible amounts of 'screen time'- having a good sleep routine- being a safe pedestrian
- 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 and One Armed Robots ; **j, y, r, b, n, h, m, k, p**. We will send the letters home and the patten via evidence me in the term 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.
- We have an external company, **Qualitas**, come in and teach P.E to the children. During this term the children will be participating in **Invasion Games**. This will enable them to;
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical discipline; sport
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

### At home you could:

Develop your fine motor skills by; Practise forming your letters correctly, using the handwriting patters we sent, to help you understand where to start and finish.

Practise cutting out different shapes and try to cut along the line with control

Make and use playdough; rolling, pinching, squashing and squeezing.

Communication and Language

- To continue to understand the importance of listening and increase their attention skills
- To listen to and follow instructions with 2 parts
- Learning and joining in with a range of rhymes and songs, paying attention to how they sound
- Learn 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.

**At home you could:**

Snuggle up and share a book with your grown up - read to each other

Find our previously taught phonemes and tricky words in your books at home. Can you read the sentence you found them in?

Retell the story of Jack and the Beanstalk, using the story map (we will share the story and the story map once we have introduced them to the children).

## Literacy Development

- Name Writing - continue to form their first name with correct letter formation
- Progress on to their surname - again focus on correct letter formation
- Mark making and ascribing meaning to the marks they make
- Oral retelling of a familiar story; The Gingerbread Man (Shared story will be sent home week 2)
- 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
- 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; ; **j, y, r, b, n, h, m, k, p**
- Form lower-case and capital letters correctly
- Daily phonic session, focusing on using robot arms to segment and blend words;
- Revisit the phonemes; **qu ch sh th / nk ng ai ee / igh  
oa oo(u) oo / ar or ur ow / oi ear air ure er.**  
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: Jack and the Beanstalk**

**Other supporting Texts: Jasper's Beanstalk, The 3 Billy Goats Gruff, The Girl and the Dinosaur, Who Hides Here -Footprints in the Garden and finally Once There Were Giants**

**At home you could:**

Practise reading words containing our weekly phonemes (which we have sent previously with ideas on)

Practise building words using our weekly phonemes- magnetic letters, whiteboard and pens.  
Building and writing  
Practise building labels and captions using our weekly phonemes  
Practise building and writing sentences using our weekly phonemes - remember to say the sentence out loud 5x, start with a capital letter, use finger spaces and finish with a full stops.

Mathematics

**We follow the White Rose Maths Scheme**

- **Building 9, 10** - Find 9, 10 / Compare numbers to 10, Represent 9, 10, Conceptual subitising, 1 more, 1 less, Composition to 10 and Number Bonds to 10 (2 parts), Make arrangements to 10, Number Bonds to 10 (3 parts), Doubles to 10 (Find Doubles), Doubles to 10 (Make Doubles) and explore even and odd
- **Explore 3D shapes**- Recognise and name 3D shapes / Find 2D shapes within 3D shapes / Use 3D shapes for tasks / 3D shapes within the environment / Identify more complex patterns / Continue and copy patterns

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/ fewer when tidying in provision
- Recognising and forming numbers up to 10 when learning in provision.

**At home you could:**

Play board games such as snakes and ladders to help develop your number skills

Play dominoes, to help develop your knowledge of doubles

Play other games involving dice

Complete the maths home learning we send to help consolidate and embed the learning we have done previously in class.

## Understanding the World

- Explore the natural world around them
- Use all their senses in hands-on exploration of natural materials
- Begin to understand the need to respect and care for the natural environment and all living things
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Explore collections of natural materials with similar and/or different properties
- Plant a bean and a sunflower and care for growing plants
- Understand the key features of the life cycle of a plant - bean and sunflower
- Understand the key features of the life cycle of an animal - chick
- 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 and plants
- Comment on images of familiar situations in the past

### At home you could:

Explore the natural world around you; talk about what you can see, hear and feel

Help to take care of our natural world by placing litter in the bin. Maybe you could go litter picking in your community

Help plant a seed and take care of this

Shoe care and lend a helping hand to family and friends

## 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 will continue to follow the scheme Kapow. During this term we will be following the Art and Design strand where we will be exploring the unit Paint my World, through which we will painting and using Mixed Media. We will be exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.

- **Outdoor painting;** We begin by making natural paintbrushes using found objects. To use natural paintbrushes and understand that mud can be used as paint to create artwork. To talk about their work and decide whether it is abstract or figurative.
- **Painting to music;** Using paint to record emotional responses to different pieces of music, creating exciting and expressive paintings.
- **Collage and transient art;** To make child-led collages using mixed media. To use loose parts to create a piece of transient art.
- **Landscape collage;** Developing an understanding of collage, children create landscape collages, inspired by the work of Megan Coyle.
- **Group art;** Working collaboratively, children create a large group inspired by the colours and patterns of fireworks.

Within provision we will continue to;

- Explore, use and refine a variety of artistic effects to express ideas and feelings
- Explore different materials freely, in order 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 Art work
- Exploring a range of construction materials - joining and fixing materials.

**At home you could:**

Draw a picture of you and your family

Create a picture using natural objects you find outside - maybe what you think the giant looks like

Explore fingerpainting in mud / cornflour or water

## 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 support your child to be able to dress and undress themselves; encourage them to get dressed/undressed at home including their socks, 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 continue to support your child to develop their dinner table manners; eating with their mouths closed, using a knife and fork independently and leaving these placed together on their plate to show when they have finished.

### 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 on a daily basis 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 has brought home previous weekly phonic newsletters containing our weekly phonemes. We will continue to inform you of the phonemes and key words we are revisiting. Please do refer to some of the ideas we sent previously in our phonic newsletters, so that you can 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). 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.

### **Home learning**

#### **Reading**

Please keep reading with your child daily or at least 5 times a week, as this will really help to develop their phonic and sight knowledge.

#### **Phonics**

Please keep revisiting the previous phonic newsletters we have sent to help consolidate your child's phonic knowledge. You could find these phonemes in books/magazines or maybe use them to build words/sentences.

#### **Maths**

Please keep accessing the maths home learning we send during the term on evidence me. This will help to consolidate and embed your child's learning.

We have also included a few more ideas in each section of the overview for you to do at home. As always, please do send any home learning via evidence me.

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