

What Reception are learning	Hints for helping your child
<p><u>Literacy/Communication and Language</u></p> <p>To retell stories in the correct sequence and draw and/or write small sections.</p> <p>To ask and answer questions.</p> <p>To know the difference between story and information books.</p> <p>To learn new sounds, including ones using 2 and 3 letters</p>	<p>Read stories more than once, encourage your child to retell them. Make puppets or props to use. Draw pictures or do some writing to go with the story.</p> <p>Ask children open ended questions about what they are doing or about their opinions. Encourage children to ask questions about things they see and answer their questions.</p> <p>Visit the library and read a range of story and information books. Look for books about things your child is interested in.</p> <p>Ask your child to teach you the sounds and actions they have been learning.</p>
<p><u>Maths</u></p> <p>To find different ways of making numbers to 10</p> <p>To read, write and order numerals up to 10/20.</p> <p>To use a range of positional and directional language (e.g. on, under, behind, in front etc.).</p> <p>To sort, name and describe flat and solid shapes.</p>	<p>Play games with 5 objects. Hide some of the objects. Can your child work out how many have been hidden by counting how many are left?</p> <p>Play with number cards and ask your child to place them in order. Ask your child to work out which number is missing from a line of numbers.</p> <p>Play hide and seek games, perhaps with a doll or teddy. Can your child describe where the toy is? (E.g. teddy is under the table.)</p> <p>Make models with old boxes and bottles etc. Can your child name the solid shapes they are using?</p>
<p><u>Personal, Social and Emotional Development</u></p> <p>To be able to express their feelings and emotions appropriately.</p> <p>To maintain attention and concentrate for a short activity e.g. listening to a story.</p> <p>Have good hygiene and know how to look after themselves</p>	<p>Introduce new words to describe emotions e.g. excited, upset, embarrassed, or proud.</p> <p>Praise your child when they listen well and concentrate. Gradually extend the length of time you expect them to spend on an activity.</p> <p>Talk about and demonstrate road safety, ways to keep fit and well</p>
<p><u>Expressive Arts and Design</u></p> <p>To create observational drawings.</p> <p>To copy and create simple rhythm patterns.</p>	<p>Encourage your child to draw things they are interested in, perhaps different types of transport or buildings. Encourage them to look closely at the shapes they can see and to talk about their drawings.</p> <p>Listen to music and clap along. Play "Follow my Leader" clapping games, take it in turns to make up the rhythm. Explore different rhythms by</p>

<p>To create 3D models.</p> <p>To dress up and explore different characters in role play.</p>	<p>playing instruments.</p> <p>Collect old boxes and bottles etc. to make models of the jungle or space. Encourage your child to talk about what they're making.</p> <p>Encourage your child to make up stories and dress up. Maybe they could wear some of your old clothes!</p>
<p><u>Understanding the World (UW)</u></p> <p>To build and construct with a range of materials.</p> <p>To observe changes.</p> <p>To complete a simple program on the computer.</p>	<p>Make models and encourage your child to think about how they could make their models better. Support your child to use programs and games e.g. CBeebies.</p>
<p><u>Physical Development (PD)</u></p> <p>To travel around, under, over and through balancing and climbing equipment.</p> <p>To use large equipment with balance and control.</p> <p>To use play dough with control.</p> <p>Form letters using the correct formation</p>	<p>Go to the park and play on climbing frames. Talk about the different ways of moving.</p> <p>Encourage your child to play on a scooter/bike if they have one.</p> <p>Encourage your child to play with dough, sometimes using tools, e.g. a knife or scissors.</p> <p>Explore squeezing, rolling, flattening the dough.</p>
<p><u>Learning Skills</u></p> <p>To make simple judgements about their work. E.g. what they think is good and not so good.</p> <p>To identify things, materials and people who are able to help them start a task.</p>	<p>Encourage your child to talk about drawings etc. that they have done. Ask questions about what they like and are proud of. What do they think they could do to make their work even better?</p> <p>Encourage your child to choose things that they would like to do or make and to gather together everything they will need before they start. E.g. think of all the things they will need to make a model or play a game.</p>
<p><u>Additional Useful Information</u></p> <p>Our weekly routine:</p> <ul style="list-style-type: none"> • Book are changed on Tuesdays and Fridays (Tuesdays: reading scheme, Fridays: free choice book.) • P.E. is on Thursday in Pink and Friday for Blue; please send in shorts and a t-shirt in a bag with everything named. • Please continue to practice 'key words' with your child. We practice reading them each Monday in class. Once you can read all your words it is time to learn to spell them!! • The library has free internet access and a range of story books and child friendly information books too. • http://talesoftheroad.direct.gov.uk/hedgehogs/ has lots of information about road safety. 	



John Ruskin School Parent Information Leaflet

**Reception
Spring 2022**

Topics:

Spring 1: Keeping Safe and Well
Spring 2: Transport

**Celebrating 10 years of being an Ofsted Outstanding school
across all Key Stages Nursery to Year 6
2009-2019**