



# St. William of York Catholic Primary School

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17<sup>th</sup> January 2025

Dear Parents/Carers,

## Spring Term 2025

Welcome to the Spring term in Reception. We hope you all had a lovely break and would like to say thank you all for our cards and gifts, it was very generous and much appreciated.

This term we have two half-termly topics:

Spring 1: Over the moon (Space!)

Spring 2: To infinity and beyond (Superheroes and people who help us)

The children will start to bring home Read, Write Inc ditties when they are blending competently. If your child is struggling to blend three sounds you can support them by playing 'Fred games' (e.g. I spy something that is r-e-d). Hopefully they will blend the sounds to make the word 'red'. Please do ask if you would like more information.

In Phonics lessons we have introduced all the letter sounds that you were given in the Read Write Inc flash card pack. If your child cannot tell you the sound for each letter, please support them to learn these at home. If your child is ready this term, we will begin to send home red ditty books.

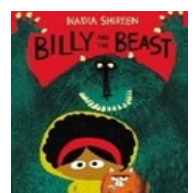
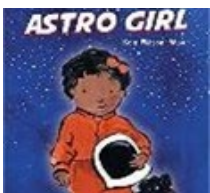
Story book reading packs will be given out on Friday as normal and returned to us on Thursday. Please have a look at NumBots at home. I know some of you used it over Christmas and New Year. However, there are still a few who have not yet accessed it. It is a valuable resource and will help improve maths fluency enabling us to nurture some accurate and quick mathematicians.

This term we will continue to take the children to Forest School. Spending time outdoors in a natural setting has been linked to reduced stress, improved mental well-being, and increased concentration levels. Mr Morris is Forest School trained so he will continue to lead these sessions. If you can, please sign-up using the sheet on the classroom door. We will only be able to run the sessions if we have enough helpers.

The children are already showing great enthusiasm for our Space topic. If you have any questions, please do not hesitate to contact me [cdempsey@swoy.lewisham.sch.uk](mailto:cdempsey@swoy.lewisham.sch.uk)

Thank you for your support,

Miss Dempsey



Area of	Communication & Language	Physical Development	Personal, Social & Emotional	Literacy	Maths	Understanding the World	Expressive Art & Design
<b>Learning intentions</b>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. (ELG)</p>	<p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. (ELG)</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (ELG)</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. (ELG)</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG)</p> <p>Show sensitivity to their own and to others' needs. (ELG)</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (ELG)</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p>	<p>Subitise.</p> <p>Automatically recall number bonds for numbers 0–10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Compare length, weight and capacity.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG)</p>	<p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Talk about the lives of the people around them and their roles in society. (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Develop storylines in their pretend play.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Sing a range of well-known nursery rhymes and songs. (ELG)</p>
<b>Provision</b>	<p>Adult modelling and child exposition</p> <p>Fred talk games</p> <p>Who is missing game</p> <p>Story square</p> <p>Songs</p> <p>Simon says</p> <p>Top-hat man</p> <p>Role play</p> <p>Tidy up time jobs</p> <p>Show and tell; asking why, who, what, when, how questions to enable children to use questions and answer with: and, because</p> <p>Small groups for looking at and discussing stories</p> <p>Re-telling/acting out stories with prompts and puppets</p> <p>Nursery rhymes</p> <p>Weekend news</p> <p>Calendar and learning journey to look back on events to describe</p> <p>'Now Press Play' sessions</p> <p>Zones of Regulation</p>	<p>Large play equipment to be used in different ways</p> <p>Water and paintbrushes outside</p> <p>Chubby chinks outside</p> <p>Threading</p> <p>Using pegs</p> <p>Water tray – filling, emptying, pouring and manipulating tools</p> <p>Sand tray &amp; Malleable table – manipulating tools</p> <p>Playdough – rolling, squeezing, manipulating into shapes</p> <p>Dentist role play and small talking groups to understand different factors that support their overall health</p> <p>'Now Press Play' sessions</p> <p>Music for dancing outside</p> <p>Practical team games outside using different equipment</p> <p>Writing frames</p> <p>Using a range of writing and drawing tools to help support skills and grip: painting, chalk, oil pastel, watercolour, gluing and sticking, whiteboards and pens, pencils and colouring pens</p>	<p>Ring games</p> <p>Construction area block and bricks for building collaboratively and encourage sharing</p> <p>Using puppets to talk about interests</p> <p>ACE cards</p> <p>Recognition board</p> <p>Self-selection areas</p> <p>Show and tell</p> <p>Circle time</p> <p>Visual timetable</p> <p>Tidy up time jobs</p> <p>Leading end of day prayer</p> <p>Line leading</p> <p>Role play inside and outside</p> <p>'Learning Zoo' animals</p> <p>Use of timer and sign-up/have a go sheet for turn taking</p> <p>Voting for end out the day story</p> <p>Adult role play scenarios around friendship</p> <p>Adult language modelling to solve conflicts</p> <p>Encouraging independence</p>	<p>Fred talk games</p> <p>Phonics sessions</p> <p>Modelling writing</p> <p>Physicalised vocabulary</p> <p>Book based learning focuses</p> <p>Acting out familiar stories as a class</p> <p>1:1 reading</p> <p>Top hat man</p> <p>Range of books and nursery rhymes in reading area</p> <p>Recalling end of the day prayer</p> <p>Print-rich environment key words and images placed around areas of learning for children to access</p> <p>Self-selection writing area with a range of writing frames and tools</p> <p>Small world with people</p> <p>Stories with puppets and real object props</p> <p>Fact, fiction, rhyming and poetry books</p> <p>Adult and child made books</p> <p>Adults modelling writing for a purpose – shopping list or to do list</p> <p>Silly soup – rhyming game</p>	<p>Songs and rhymes using fingers</p> <p>Tap-it shapes</p> <p>Maths in sand and water trays, construction area and creative area (junk modelling – big, small, tall, short)</p> <p>Counting for purpose - friends, fruit and milk for snack time, lunch bags, book bags, pens</p> <p>Use of number labels/writing numbers for purpose</p> <p>Money in role play and purses/bags</p> <p>Measuring time, weight, length (standard and non-standard) e.g. timer</p> <p>Volume of equipment in sand and water varied e.g. big buckets or tiny pots</p> <p>Positional games – movement sessions</p> <p>Visual timetable</p> <p>Measuring</p> <p>Creative area – junk modelling, rulers for measuring</p> <p>Books about number and shape</p> <p>Big numbers song</p> <p>Bonds songs and doubles song</p> <p>Board games</p> <p>Numicon boards</p>	<p>Non-fiction books for discovery and fact finding</p> <p>Forest school sessions</p> <p>Trip to fire station</p> <p>Learning journey wall and calendar to contextualise 'past', 'present' and 'future'</p> <p>Decorations and card making for different celebrations</p> <p>Small world - children to create their own environments</p> <p>Outside – natural, man-made, caring for the environment, growth and decay</p> <p>Planting outside</p> <p>Matching games</p> <p>Pegs and peg boards and threading for pattern making</p> <p>RSE – People who help us</p> <p>Books and images around the classroom to open conversations about different environments</p> <p>Map making and Google Earth</p>	<p>Junk modelling</p> <p>Playdough exploring textures</p> <p>Self-selection creative area</p> <p>Role play space station and dentist</p> <p>Small word</p> <p>Construction area</p> <p>Pastel observational drawing</p> <p>Collage</p> <p>Musical instruments</p> <p>Space fact books</p> <p>Music sessions with Mrs Shanahan</p> <p>Self-selection creative area</p> <p>Mini-solar system folding book</p> <p>Sgraffito—superworm</p>

