

# Reception Half Termly Letter – Spring 2 2025

This is an outline of the subjects we will be covering during this half term:

## A ticket around the world

Our topic this term is 'A ticket around the world'. The children will spend this half term finding out all about life in England compared to life in Japan. This will include learning about weather, food, art and people.

<b>Spring 2</b>	<p><b>Key Question:</b> How is life different in Japan?  <b>Great work:</b> Year Group Video</p>
<b>Personal, Social and Emotional Development</b>	<p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.          Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support          Shows confidence in choosing resources and perseverance in carrying out a chosen activity          Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people          Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise  <b>Key vocabulary:</b> <i>sharing, caring, emotions, relationships, friendships</i></p>
<b>Physical Development</b>  All classes will have PE on <b>Tuesdays</b> and <b>Fridays</b>	<p>To develop pre-cursive handwriting.          To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space.          Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping          Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance          Travels with confidence and skill around, under, over and through balancing and climbing equipment          Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>Key vocabulary:</b> <i>travel, balance, rolling, co-operation, determination, instructions, striking</i></p>
<b>Communication and Language</b>	<p>To recall and share own experiences.          To be able to listen and respond to ideas expressed by others.          To encourage children to ask questions about why things happen.          Begin to understand humour, e.g. nonsense rhymes, jokes          Understand questions such as who; why; when; where and how  <b>Key vocabulary:</b> <i>rhyme, joke, question, who, why, when, where, how</i></p>
<b>Mathematics</b>	<p>To continue to develop their subitising and counting skills          To explore the composition of numbers within and beyond 5.          To connect two equal groups to doubles.          To begin to connect quantities to numerals.          To focus on the 'staircase' pattern and ordering numbers          To focus on ordering of numbers to 8          To use language of less than          To focus on 7          To explore how some numbers can be made with 2 equal parts          To sort numbers according to attributes - odd and even numbers  <b>Key vocabulary:</b> <i>more than, fewer than, unequal, equal, odd, even, numeral, quantity, amount,</i></p>
<b>Literacy</b>	<p>To read some letter groups that each represent one sound and say sounds for them          To read and write a few common exception words matched to the school's phonic programme such as me, he, she, we, be, my, all, are, you, they, was, the, go, no, to, into.          To form lower-case correctly          To spell words by identifying the sounds and then writing the sound with letter/s          Read words consistent with their phonic knowledge by sound blending          To embed and apply our phase 2 and 3 phonics  <b>Key vocabulary:</b> <i>full stop, capital letter, finger space, cursive, grapheme, phoneme, digraph, trigraph</i></p>
<b>Expressive Arts and Design</b>	<p>Experiment using primary colours          Explore textures and patterns using paint and tools          Express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.          Uses an increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking          Creates representations of both imaginary and real-life ideas, events, people and objects  <b>Key vocabulary:</b> <i>create, experiment, tools, create, develop, listening, beat, rhythm</i></p>
<b>Understanding the World</b>	<p><b>How is life different in other countries around the world?</b>          Recognise some similarities and differences between life in this country and life in other countries.          Places in the world that contrast with locations they know well.          Draw information from a simple map          Talk about Mother's Day and Easter  <b>Key vocabulary:</b> <i>climate, countries, environment, culture, people, Japan, England.</i></p>
<b>Religious Education</b>	<p>To learn about Salvation – What is so special about Easter?  <b>Key vocabulary:</b> <i>Salvation, Christian, Easter, Palm Sunday, disciple, Last Supper, Garden of Gethsemane, cross, prayer, risen, tomb, festival, celebrate</i></p>
<b>Key dates</b>	<p><b>Monday 24<sup>th</sup> February</b> – Inset Day  <b>Thursday 6<sup>th</sup> March</b> – World Book Day – pyjamas  <b>Wednesday 12<sup>th</sup> and Thursday 13<sup>th</sup> March</b> – Parent Teacher Consultations, school finishes at 13:55  <b>Tuesday 25<sup>th</sup> March</b> – Robins visit Willow Wood at 8:30  <b>Wednesday 26<sup>th</sup> March</b> – Doves visit Willow Wood at 8:30  <b>Wednesday 26<sup>th</sup> March</b> – Blackbirds visit Willow Wood at 10:00, please drop to <b>Infant Site</b> as we will walk together.</p>

If you have anything to discuss about your child, or if you have any queries, we are always happy to help. Please feel free to make an appointment to see us. We very much look forward to a happy and successful half term with your child.

Miss Cottle: Blackbirds

Mrs Harrison & Ms Hignall: Robins

Mrs Mitchell & Mrs Baister: Doves