



## OSIDGE SCHOOL RECEPTION CURRICULUM OVERVIEW

February 2026

Dear Parents/Carers,

Wow! The time has flown by; the children are already half way through the school year and are maturing quickly. We look forward to another fun packed half term full of rich learning experiences for your ever growing little ones. The children continue to make brilliant leaps in progress and we have seen their fabulous creative writing and number skills develop.

### Topics

Next half term our topics will be '**A Pirate's Life for Me!**' and '**Are Eggs Alive?**'

We hope the children will be back to share their ideas for their new Pirate role play area and explore books about the adventures of pirates. We hope this will spark some exciting and imaginative pieces of writing. The children will learn pirate dances, pirate songs and all things pirates including, fantasy settings, story maps, treasure maps, oceans and deserts of the World! In the coming weeks we will also be learning about the world through our topic 'Are eggs Alive?', learning about growth and change, farm animals, habitats and changes over time. Towards the end of the term, the children will learn about Easter and the celebration that takes place during this time of year.



### Phonics

We continue teaching phonics to support the reading of words, using the 'Read Write Inc' phonic programme. We continue to revisit previously taught sounds and apply these to read words and simple sentences. We will teach new sounds (phoneme) or the letter (grapheme) and practice recognising them when looking at books in order to read and write simple words.

### Trip/Visit

On Monday 16th March, both the Ladybird and Dragonfly classes will have a visit from a mobile farm, Ark Farm Educational Mobile Animal Encounters. Ark Farm specialise in bringing a variety of animals into schools, delivering a real hands-on educational, fun and tactile experience for the children. This will support our topic, 'Are Eggs Alive?' Animals visiting us will include some large farm animals - sheep, pigs, goats and donkeys, as well as a variety of smaller farm animals including chickens, ducks, rabbits and tortoises. Children will have the choice of a packed lunch prepared for them at school and eaten on the school field (or school hall, depending on weather) or may bring in their own packed lunch if they choose. This will be a memorable and exciting day for the children and the cost of bringing the farm to Osidge will offer a greater educational experience and at a smaller cost of hiring a coach to travel to a farm.



### Art Exhibition

Wednesday 25th March Reception will take part in their very own Art Exhibition where you will be invited to purchase your little one's fantastic artwork. The money raised by this exciting event will be used to buy a new listening station for each class. This has been a very successful event in the past which the teachers, parents and children thoroughly enjoyed.

### Voluntary Contribution, Making & Baking

Thank you very much to those of you who have supported our request for a voluntary donation of 50p per week or £3.50 for the half term. This money is spent on cooking ingredients, play dough equipment and consumable resources.

Thank you for your continued support.

Katie Peradigou

EYFS Leader

## RECEPTION Spring 2 2025/2026

LEARNING INTENTIONS	WAYS TO HELP AT HOME
<b>Communication and Language</b> <ul style="list-style-type: none"> <li>● <b>LA&amp;U S</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>● <b>S</b> Articulate their ideas and thoughts in well-formed sentences.</li> <li>● <b>S</b> Describe events in some detail.</li> <li>● <b>LA&amp;U</b> Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a book with your child, stop half way and ask what do you think will happen next?</li> <li>● Use small world toys and characters to tell stories.</li> </ul>
<b>Personal, Social and Emotional</b> <ul style="list-style-type: none"> <li>● <b>BR</b> Work and play cooperative and take turns with others.</li> <li>● <b>BR</b> Show sensitivity to their own and others needs.</li> <li>● <b>BR</b> Form positive attachments to adults and peers.</li> <li>● <b>MS</b> Be confident to try new activities and show independence, perseverance and resilience in the face of challenge</li> <li>● <b>SR</b> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>● <b>SR</b> Give focused attention to what the teacher says and show an ability to follow instructions involving several ideas or actions.</li> <li>● Learn about Osidge Superhero Values linking to British Values - Captain Care, Major Respect, Admiral Appreciation, Doctor Determination, Sergeant Responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>● Play board games and encourage your child to say, 'It's my turn, it's your turn.'</li> <li>● Play games with simple rule and support your child to follow them. For example, hopscotch or noughts and crosses.</li> </ul>
<b>Physical</b> <ul style="list-style-type: none"> <li>● <b>GMS</b> Revise and refine the fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping; climbing.</li> <li>● <b>GMS</b> Develop/refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</li> <li>● <b>PD</b> Know and talk about the different factors that support their overall health and well being: Regular physical activity, healthy eating; toothbrushing; sensible screen time; good sleep routine; being a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>● Go to the park and use the monkey bars.</li> <li>● Go swimming and talk about why it is healthy to keep fit. Discuss how you feel after swimming; Why are you hungry/ thirsty/ tired? What can you do to stay healthy?</li> <li>● At breakfast/dinner time, talk about the foods on our plate and healthy eating.</li> <li>● On your journey to and home from school, stop at the pedestrian crossing and explain why we have to wait.</li> <li>● Can you make a start chart? Tick 'am' and 'pm' and give a star when your child has brushed their teeth twice in a day.</li> </ul>
<b>Literacy</b>	

<ul style="list-style-type: none"> <li>● <b>WR</b> Spell words by identifying the sounds and then writing the sound with the letter /s.</li> <li>● <b>W</b> Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</li> <li>● <b>C WR</b> Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>● Tell imaginative stories with your child using story language; 'Once upon a time.... long, long ago....the end.</li> <li>● When your child does a drawing encourage them to write their name, simple 3 letter words and simple sentences e.g. It is a...It can...I can see a.. Can they use a tricky word?</li> </ul>
<b>Maths</b>	
<ul style="list-style-type: none"> <li>● <b>N</b> Numbers within 10: Looking at numbers 9 and 10; Comparing numbers to 10</li> <li>● <b>N</b> Addition: Number bonds to 10</li> <li>● <b>NP</b> Capacity/Mass/Time: Comparing length and height; Time</li> <li>● <b>NP</b> Shape; 3D shape. Compose and decompose shapes so that they recognise a shape can have other shapes within it, just as numbers can.</li> <li>● <b>NP</b> Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● Make number cards to 10 and practice placing them in the right order. Can you make pictorial representations of these numbers? (i.e. number card 5 – record the number and draw 5 pirate coins!).</li> <li>● Play 'ICT Games Counting Caterpillar' on Google</li> <li>● Cook with your child and discuss weighing ingredients, using spoon and cups to measure and talk about whether the cups are full, half full or nearly full.</li> <li>● Find 2 plates and 10 objects (i.e. pasta). Practise placing different amounts of pasta on each plate, always using 10 pasta shapes. How many different combinations can you make? (i.e. 2 on one plate, 8 on another). Recognise the total is always 10. Can you record your amounts?</li> </ul>
<b>Understanding the World</b>	

<ul style="list-style-type: none"> <li>● <b>PC&amp;C</b> - Situation (Epistemology). What is our Situation? Who are 'We?' (AT) <ul style="list-style-type: none"> <li>○ i. Can learn and use new vocabulary such as lens, family, special, belong, community and religion.</li> <li>○ ii. Can talk about what is special to them. (e.g. people, objects and places)</li> <li>○ iii. Can discuss their ideas about what it means to belong. (e.g. school, family, community, religious and secular groups)</li> <li>○ iv. Can explore the idea of how they can see things differently. (lens)</li> <li>○ v. Can reflect on the different groups to which they belong and why they might belong to those groups.</li> </ul> </li> <li>● <b>P&amp;P</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>● <b>TNW</b> Understand the key features of the life cycle of a plant and an animal.</li> <li>● <b>TNW</b> Plant seeds and care for growing plants.</li> <li>● <b>PP&amp;C P&amp;P TNW</b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● <b>P&amp;P</b> Compare and contrast characters from stories, including figures from the past.</li> <li>● <b>PP&amp;C</b> Draw information from a simple map.</li> <li>● <b>TNW</b> Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>● Look at pictures of family holidays. Discuss the differences between the place you visited and where you live. E.g. It was hot and there was a sandy beach.</li> <li>● Talk about the properties of objects. 'The watering can is made of plastic; plastic is strong and can be made into different shapes and colour. It is waterproof'.</li> <li>● What minibeasts can you find in your garden or on your way to school?</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>● <b>BI&amp;E</b> Take part in simple pretend play using an object to represent something else.</li> <li>● <b>BI&amp;E</b> Respond to what they have heard, expressing their thoughts and feelings.</li> <li>● <b>BI&amp;E</b> Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>● <b>BI&amp;E</b> Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>● <b>BI&amp;E</b> Sing the pitch of a tone sung by another person ('pitch match')</li> </ul> <p><b>BI&amp;E</b> Create their own songs or improvise a song around one they know.</p> <ul style="list-style-type: none"> <li>● <b>BI&amp;E Pitch and Percussion</b> (weekly lessons with music teacher)</li> </ul> <p>In reception, the children will start to have their lessons in the music classroom so that they can better access the variety of instruments available. We will be focusing on the concepts of <b>beat</b>, <b>rhythm</b> and <b>dynamics</b> using boomwhackers and other percussion such as the African drums. We will also continue building musicianship skills through action songs and music games. During these sessions there will be opportunities for students to showcase their work individually or in small groups to start to build performance skills and confidence.</p>	<ul style="list-style-type: none"> <li>● Children will be exploring the musical element of Rhythm &amp; Timing. We will be learning how to clap, conduct and sing with good timing, and performing songs using voices and percussion instruments.</li> <li>● Make a model using junk. Ask your child what they have made and how they could change it to make it even better.</li> </ul>

