

John F. Kennedy Primary School



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Primary School

Reception
Spring Two 2025

Key Texts

The Remarkables– The most incredible children I've met– so far by Clotilde Perrin

The Ugly Butterfly by Jessica Espinosa

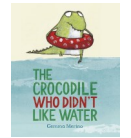
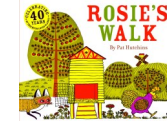
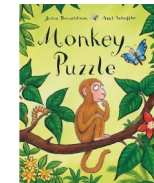
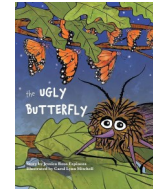
Monkey Puzzle by Julia Donaldson

The Cow Who Laid an Egg by Andy Cutbill

The Crocodile Who Didn't Like Water by Gemma Merino

Cock-a-Doodle-Poo! By Steve Smallman

Rosie's Walk by Pat Hutchins



Weekly Notices

Forest School— Monday afternoon

PE—Wednesday

Parents and Families

3.3.25 – School reopens

6.3.25– Bedtime Stories 4:15-5:15

7.3.25– World Book Day

W/B 17.3.25 – Book Fair

Reading

- Blend sounds into words, so they can read longer words with known-letter-sound correspondences.
- Begin to read longer words with two or more digraphs.
- Begin to read compound words.
- To read words containing double letters: dd mm tt bb rr gg pp ff and longer words.
- To read words containing the following sounds: ai ee igh oa, oo oo ar or,ur ow oi ear, air er.
- To read common exceptions words: was, you, they, my, by, all, are, sure, pure.

Writing

- Continue to write some letters with increasing accuracy and independence.
- Begin to write short sentences with words with known letter-sound correspondences.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Can orally retell a story using actions and key story language, thinking about what a character did and why.

Maths

- Explores numbers number 9 and 10.
- Enjoys composing and decomposing 2D and 3D shapes, learning which shapes combine to make other shapes.
- Beginning to experience measuring time with timers and calendars.



Understanding the World

- We can use the internet with adult support to watch videos of celebrations/traditions via the Swiggle search engine.
- Completes a simple program on electronic devices (Bee Bots)
- To understand why we celebrate Mother's Day.
- To understand why people celebrate and eat pancakes on Shrove Tuesday.
- Talks about the features of their own immediate environment and how environments might vary from one another.



Personal Social and Emotions Development

- Think about the perspective of others.
- Understands their own and other people's feelings, offering empathy and comfort
- Shows increasing impulse control in favourable conditions, e.g. giving up a toy to another who wants it

Communication and Language

- To listen carefully to stories, instructions and questions as well as in conversations .
- To understand why listening is important.
- To ask questions to find out what has been said to me.
- To ask questions to find out further information and knowledge.
- To listen to and talk about stories to develop my understanding.
- To engage with non-fiction texts.
- To expand my vocabulary linked to the world I live in
- To use the new vocabulary I learn in my play and everyday experiences.
- To enjoy learning new songs and rhymes .



Physical Development

- To progress towards a more fluent style of moving, with developing control and grace.
- To use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.
- Shows some understanding with good practices with regard to exercise, eating, drinking water, sleeping, hygiene and screen time can contribute to good physical and mental health.
- Can name and identify different parts of the body.
- To use tools and equipment, with increasing challenge in a variety of contexts.

Expressive Arts and Design

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Continues to create collaboratively, sharing ideas, resources and skills.
- Introduces a storyline or narrative into their play.
- Continues to listen attentively, move to and talk about music, expressing their feelings and responses.