

## Helpful resources you can use at home



### Foundation Years

<https://foundationyears.org.uk/>

Resources and useful information all about the early years.



### White Rose Maths

<https://whiterosemaths.com/>

At Ben Jonson we follow the schemes of work created by White Rose Maths.



### Oxford Owl

<https://home.oxfordowl.co.uk/>

Useful resource for understanding phonics, an e-book library and also some maths games and activities.



### Nrich Maths

[www.nrich.maths.org/early-years](http://www.nrich.maths.org/early-years)

More maths resources and activities.



### Cbeebies

[www.bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies)

A selection of fun games and videos linked to children's favourite stories and television programmes.



### 10 minute shake up games

<https://www.nhs.uk/healthier-families/activities/10-minute-shake-up/>

Get the kids moving with these fun games inspired by some of their favourite Disney characters. These boredom-busting activities will help them reach the 60 active minutes they need every day.

## Literacy

### READING:

- Shared reading 1:1 and in groups
- Read simple sentences and books that are consistent with their phonic knowledge
- Re-read books to build up their confidence in word reading, fluency and their understanding and enjoyment

### PHONICS:

- Ensuring that we know all of the single letter sounds
- Learning the 'special friends' digraphs (sh, th, ch, qu, ng, nk, ck, ff, ll, ss)
- Know all of the Read Write Inc. set 2 sounds
- Read some letter groups that each represent one sound and say sounds for them
- Read simple phrases and sentences
- Apply phonic knowledge to read books
- Apply phonic knowledge to write simple sentences

### WRITING:

- Form lower-case and capital letters correctly
- Write short sentences with words with known sound-letter correspondence using a capital and full stop
- Re-read what they have written to check that it makes sense

## Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

## Books we are reading this term:

- The Bog Baby
- Barbara Throws a Wobbler
- Last Stop on Market Street
- A Great Big Cuddle

## Reception



## New beginnings

### Personal, social and emotional development

- Show an understanding of their own feelings and those of others
- Set and work towards simple goals, being able to wait for what they want
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs and understanding the importance of healthy food choices

## Mathematics

- Comparison re-cap (say which set of up to 10 objects contains more than the other, use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number)
- Counting beyond 20 re-cap (recognise and show numbers from 5 to 10 in '5 and a bit' arrangements, remember to stop when they count to the end of a set of up to 10 jumps/claps/hops)
- Patterns within numbers to 10 re-cap (sort numbers to 10 according to whether each number is a double / is not a double).
- Automatic re-call re-cap (understand that 5 can be partitioned in different ways)
- Understanding of numbers to 10 re-cap

### Expressive Art and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories
- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music