

Dear Reception Parents & Carers,

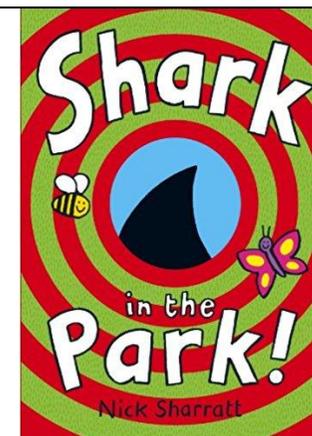
Here is our Enquiry question for this half term. Please use this information to help your child research or find things to bring into class to support our learning.

Have fun!
The Reception Team

Greenfields
Community Primary School,
Nursery & Pre-School



What if there was a shark in the park?



Communication and Language

- Two-channelled attention - can listen and do for short span.
- Responds to instructions involving a two-part sequence, for example when making cakes.
- Able to follow a story without pictures or props, including 'Little Red Riding Hood' and a 'Shark in the Park'.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words through Enquiry.
- Uses language to imagine and recreate roles and experiences in play situations in the role play and small world areas.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Literacy

- Writes full name
- Continues a rhyming string linked to our story 'Shark in the Park'.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Links sounds to letters, naming and sounding the letters of the alphabet- we are using 'Epic phonics alphabet song'.
- Can segment the sounds in simple words and blend them together when reading and writing words.
- Begins to read words and simple sentences.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Understanding the World

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals explain why some things occur, and talk about changes, including watching butterflies hatch and grow

Physical Development

Children will manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. This will include:

- **fasten their own coats**
- **tie their own shoe laces**
- **loosen and fasten buttons and independently get dressed knowing which way around their clothes go (including tights where appropriate)**

Expressive Arts and Design

Understands that different media can be combined to create new effects.

Constructs with a purpose in mind, using a variety of resources.
Explores what happens when they mix colours.
Experiments to create different textures.
Explores the different sounds of instruments.
Begins to build a repertoire of songs and dances.

Personal, Social and Emotional Development

- Confident to speak to others about own needs, wants, interests and opinions.
- Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Maths

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position, such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Measures short periods of time in simple ways.
- Beginning to use everyday language related to money.

