



## Shincliffe CE Primary School Home / School Links - Spring 2 2026

During this half term the children in **Reception** will be looking at the following areas within their “**Let’s Grow**” theme:

| Curriculum Area                    | Content to be taught in school  | Possible Activities to be completed at home  |
|------------------------------------|---|--|
| Communication, Language & Literacy | <ul style="list-style-type: none"> <li>Continuing to learn simple consonant clusters (sh, ch, th), vowel digraphs (ai, ee, igh, oa, oo) &amp; vowel trigraphs (igh, air, ear) using “Little Wandle” Phonics resources.</li> <li>Blending and segmenting of words with 3 sounds and then moving onto 4 sound words.</li> <li>Continuing to recognise a growing range of “tricky words” on sight, without needing to blend them.</li> <li>Beginning to write longer sentences independently, by making phonetically plausible attempts at unknown words &amp; also writing known “tricky words” correctly.</li> <li>Punctuating sentences correctly by starting with a capital letter, putting finger spaces between words &amp; finishing with a full stop.</li> </ul>                               | <ul style="list-style-type: none"> <li>Encourage your child to spot known “tricky words” in stories that you are reading with them (e.g. was, you).</li> <li>Support your child by listening to them read their school reading books, encouraging them to segment (sound out) the words and then blend them independently, ensuring that you make a comment in their Reading Diary afterwards.</li> <li>Support them with being able to write for different purposes whilst at home (e.g. shopping lists, writing birthday cards, drawing a picture of somewhere that you have visited &amp; then writing a sentence about it).</li> <li>Encourage your child to hold a pencil using the correct “froggy fingers” grip when writing, drawing &amp; colouring.</li> </ul>           |
| Mathematical Development           | <ul style="list-style-type: none"> <li>Recognising numerals 0-10, focusing on the formation of these numbers especially.</li> <li>Ordering numbers from 0 -10 independently.</li> <li>Counting up to 10 objects accurately, moving on to counting more than 10 objects in a random arrangement.</li> <li>Selecting the correct numeral to represent 1-10 objects.</li> <li>Understanding subtraction as “taking away” by doing this practically using objects.</li> <li>Recognising and continuing simple repeating patterns.</li> <li>Counting forwards to 20 and backwards from 20 – 0.</li> <li>Counting from 10 – 100 in steps of 10 and from 2 - 20 in steps of 2.</li> <li>Using everyday language related to money and time.</li> <li>Learn the sequence of the days of the week.</li> </ul> | <ul style="list-style-type: none"> <li>Practise forming numbers from 0-10, especially those using the “Ten Town” rhymes to aid correct formation.</li> <li>Practise counting backwards from 20-0. (If this is tricky, start by counting from 10 – 0 using fingers to support then build up gradually until your child is able to count backwards confidently from 20).</li> <li>Play games like “Ludo” which involve counting the correct amount of spaces to move your counter along.</li> <li>Help your child to use words such as “pay”, “buy”, “money”, “cost” &amp; “change” in the correct context.</li> <li>Name each day &amp; reinforce which day will come next, which day it was the day before; using language such as “today”, “tomorrow” and “yesterday”.</li> </ul> |

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| Knowledge & Understanding of the World   | <p><u>“Growing”</u> – Talking about the season of Spring within the environment of the school grounds by going on a Signs of Spring Walk. Which changes can they see happening?<br/>Talking about how they have grown since they were a baby.</p>   | <ul style="list-style-type: none"> <li>• Talk about the signs of Spring that you can see when you are outside (leaf buds on the trees, Snowdrops and Daffodils starting to grow, baby lambs in the fields etc)</li> </ul>   |
| Technology                               | <ul style="list-style-type: none"> <li>• Completing simple apps on an Ipad.</li> <li>• Continuing to practise taking photographs using an Ipad.</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage your child to use technology at home themselves to foster independence (e.g. Turning a CD/DVD player on &amp; off themselves, taking photos independently using a mobile phone or a digital camera, typing their name on a PC or laptop keyboard etc)</li> </ul>   |
| RE                                       | <p><u>Easter</u> – What is the Easter story and how is Easter celebrated? Learn about the Christian festival of Easter and discover both how Christians prepare for &amp; then celebrate it.</p>  | <ul style="list-style-type: none"> <li>• Talk about the festival of Easter. Can your child explain something that they have learned about it?</li> <li>• Discuss your family customs of celebrating Easter (if you do so). What does Easter mean to you?</li> </ul>   |
| Personal, Social & Emotional Development | <p><u>Circle Time</u> – Reinforcing class routines and rules.</p> <ul style="list-style-type: none"> <li>- Talking about classroom behaviour.</li> <li>- Discussing our likes and dislikes.</li> <li>- Knowing about different people in our community who help us in different ways.</li> </ul>  | <ul style="list-style-type: none"> <li>• Practice turn-taking and sharing fairly.</li> <li>• Allow them time to explore their feelings through talking with you.</li> <li>• Discuss the concept of ‘people who help us’ and some of the ways how they help us.</li> </ul>   |
| Expressive Arts & Design                 | <ul style="list-style-type: none"> <li>• Making transient art of Spring flowers (using glass beads etc)</li> <li>• Painting pictures of &amp; doing observational drawings of Spring flowers.</li> </ul> <p><u>Music</u> – Songs linked to Spring/Growing/Easter.</p>   | <ul style="list-style-type: none"> <li>• Encourage your child to hold pencil crayons/felt pens using the correct “froggy fingers” grip.</li> <li>• When your child is drawing, encourage them to add more detail to their pictures &amp; to use the correct colours to represent what it is that they are drawing.</li> </ul>   |
| Physical Development                     | <ul style="list-style-type: none"> <li>• Being <u>completely independent</u> when dressing and undressing; putting on and fastening their own coats, putting their shoes on the correct feet etc.</li> <li>• Experimenting with different ways of moving over, under, along and through gymnastic apparatus.</li> <li>• Handling tools, objects, construction and malleable materials safely and with increasing control, especially scissors.</li> </ul> | <ul style="list-style-type: none"> <li>• Encourage your child to dress and undress themselves independently whenever possible.</li> <li>• Practise using scissors at home to cut paper, encouraging your child to hold them correctly (like a crocodile’s mouth) and safely.</li> <li>• Practise different ways of moving such as hopping, skipping, running, marching, jogging etc.</li> </ul> |