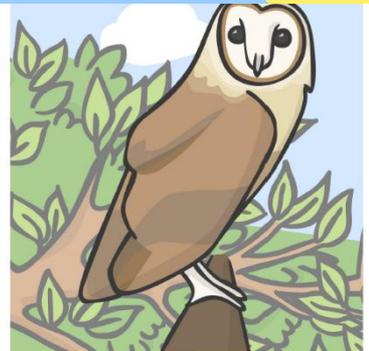




WATFORD FIELD SCHOOL
Infant & Nursery

Welcome to Parents

Reception Topic Meeting
Spring 2026



Updates

Book changing- Children to begin changing their own reading books

Updated garden-

- New areas
- Open-ended purposeful equipment
- Please do not allow children/siblings to use equipment at home time

Library- Will be starting this term



Child Initiated Learning

In the Spring term, during 'Own Learning', the children will still:

- Explore their interests
- Engage with the topic and learning themes.
- Use the time and resources available to practise activities the adults have spoken about and concepts taught.
- Develop independence and social skills.

Now we are encouraging:

- More independence
- Explore a wider range of areas (not just their favourite or more comfortable areas)

Rainbow Challenge

- Each child has their own pocket
- Each area of the classroom is designated a colour
- After they have completed a challenge in that area, the children can put the corresponding colour lolly stick in their pocket.
- **Rainbow Challenge-** to have gotten every colour lolly stick by the end of the week.



Topic- Frozen Lands

Science

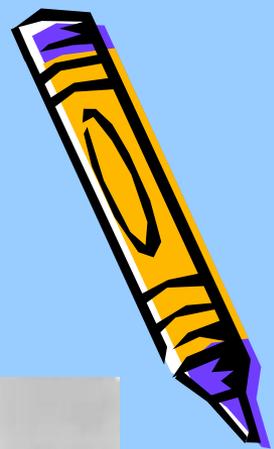
- Exploring concepts of hot and cold
- Ice experiments- changing matter
- Facts about polar animals

Geography and History

- Locating Arctic Circle and Antarctic
- Geographical features of polar lands
- Inuit lifestyles
- Polar explorers- Robert Falcon Scott

Art and DT

- Colour mixing
- Winter landscapes and collage
 - Baking gingerbread men



Topic- Off We Go

Science

- Exploring floating and sinking- boat experiment
- Car ramp experiment

Geography and History

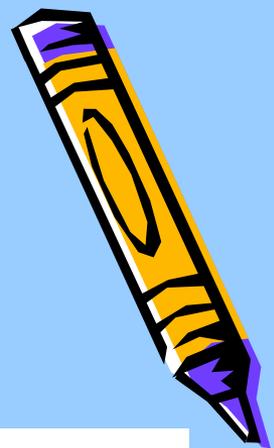
- Different types of vehicles
- How vehicles have changed over time
- Historical figures- George Stephenson (steam train), Amelia Earhart
- Maps and journeys
- Bridges and tunnels

Art and DT

- Artist- Kandinsky- 'Circles and Squares'
- Creating bridges and tunnels- testing strength

ICT

Programming EARLs



Phonics

- We use Read Write Inc. phonics programme
- Children learn the sounds that letters and groups of letters make (phoneme)
- This link is very useful

<https://www.ruthmiskin.com/parentsandcarers/>

- Throughout this term, learning will progress to reading and writing sentences with **special friends sounds** and **'red words'** used in the English language.

Writing ELG

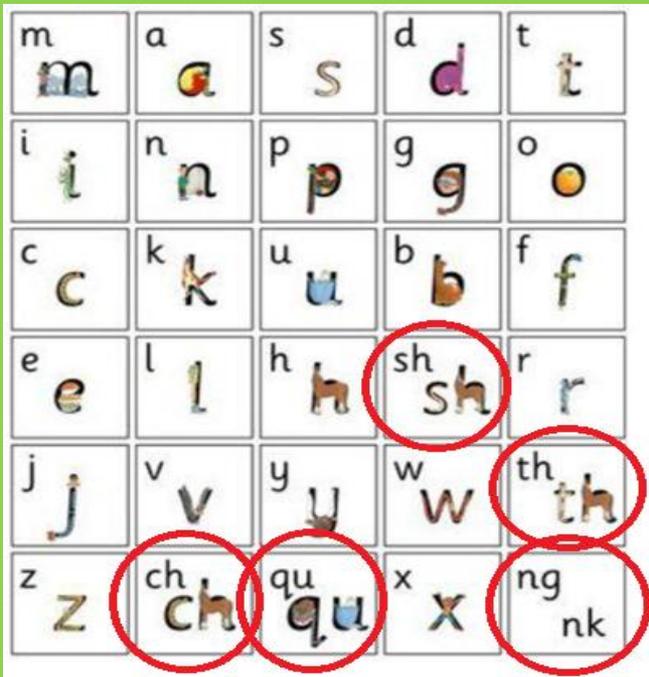
- Children at the expected level of development will be able to **write simple phrases and sentences** that can be read by others
- Sessions are daily, fast paced and interactive, allowing the children to rehearse the skills that they have acquired.
- Our Phonics learning is reflected in our continuous provision in Reception to offer the children opportunities to practise what they have learnt.

Special friends

As children progress through their phonics they will be introduced to some sounds that are represented by two or three letters. The children may refer to these as "special friends" as they like to be together.

When reading words with 'special friends', encourage your child to:

Find **special friends** before reading the whole word. E.g. The **shop** sells **fish** and **chips**.



Red words

Red words are also called Tricky Words because you can't sound them out, you just have to know them as a whole word.

They are also High Frequency Words and they are the most common words in the English language, so learning to read them by sight will give a huge boost to your child's reading progress and their confidence.

They need to see a word over 100 times before they will remember it by sight. If they are not remembering it then it's just because they haven't read it enough times, so keep trying, a little and often.

I	the
no	of
my	for
he	

The 'Hold a Sentence' Process

In RWI lessons, this activity is a crucial step in developing writing skills in Reception.

The steps involved are:

1.Read the sentence: The child first reads the target sentence from their RWI storybook with the teacher or partner.

2.Remember/Hold: The teacher covers the sentence, and the child is encouraged to hold the entire sentence in their memory.

3.Say it out loud: The child repeats the sentence verbally, often "squeezing" or counting each word on their fingers to track the number of words.

4.Write it down: The child writes the sentence

Reading at home

Reading books have been sent home since Autumn Term. These books match the sounds that the children are learning in their phonics sessions and focus on two and three letter words and sometimes longer words. Children can read these independently by sounding out and blending each word.

This means that your child should

- Practise all the sounds and tricky words in their phonics book

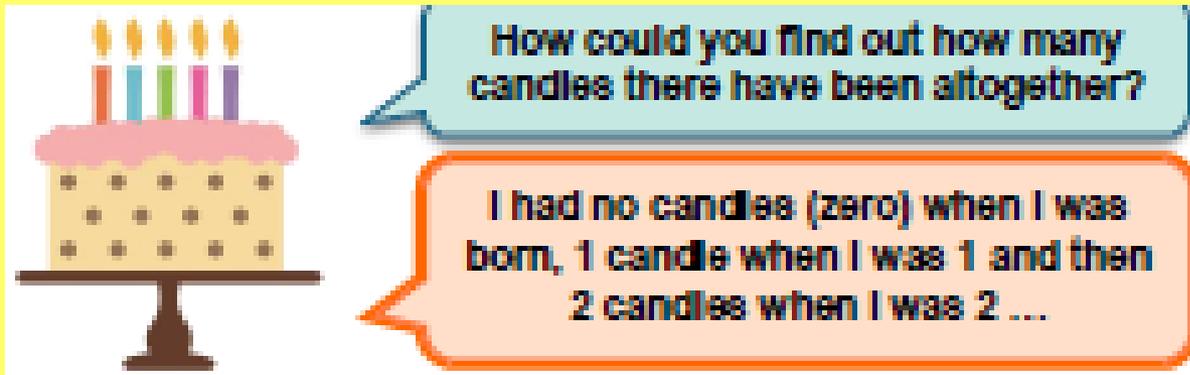
The Aim is to read many of the words by silent blending (in their head) - their reading will be automatic.

Mathematics

Counting to compare

In the Spring term as well as identifying totals, the children are encouraged to increasingly notice similarities and differences in amounts, and recognize when one group has more or fewer. They use language to compare different quantities.

They also use it to problem solve.



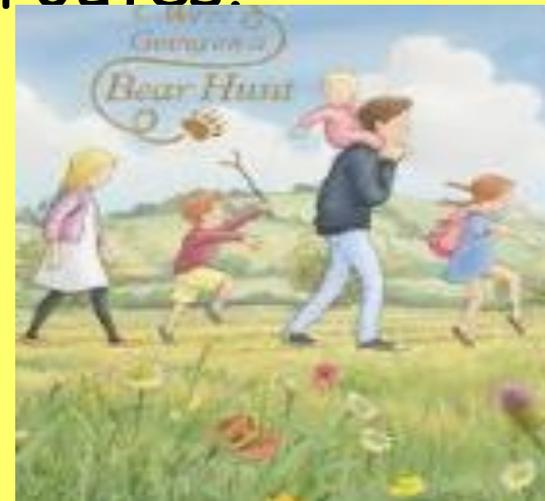
Classification.

In the Spring in Maths we select objects and sort them based on specific criteria, and then they are classified using attributes to create different groups. Some objects may not meet any criteria, while others can belong to multiple groups, creating intersections. Finally, the groups are compared to understand their similarities, differences, and overlaps.



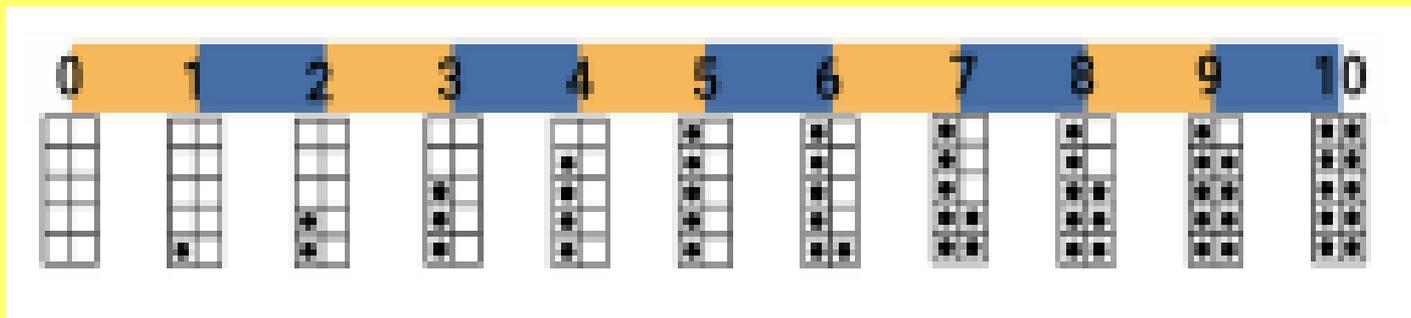
Spatial thinking and spatial language

- Position and direction language
- Practise in movements and using symbols
- Use stories to support:
 - 'We're Going on a Bear Hunt' by Micheal Rosen
 - 'What the Ladybird Heard' by Julia Donaldson
- Discuss shapes in drawing maps, routes.

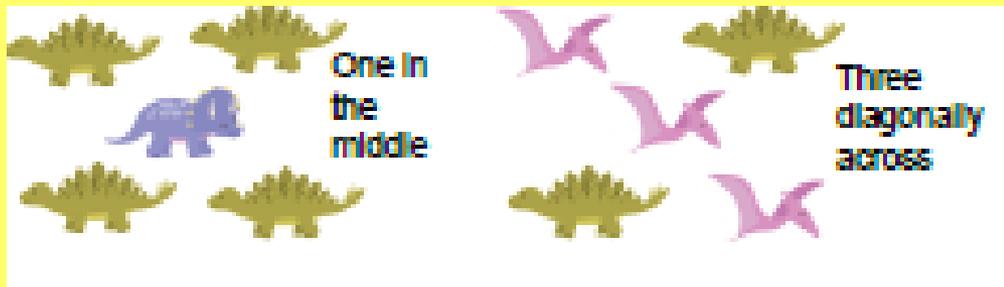


Magnitude, ordering and estimating.

- Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10
- Finding one more than a given number
- Finding one less than a given number



- Regrouping the whole
- Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds
- Number bonds to 5 and then 10
- Provide opportunities to conceptually subitise larger numbers by subitising the small groups
- Finding one more than a given number
- Finding one less than a given number



Online safety tips for parents of young children (0-5 years)

Key Actions for Parents

- **Explore Together:** Show children the fun, educational parts of the internet and what to do if they see something worrying.
- **Supervise & Set Boundaries:** Keep devices in common areas (living room, kitchen) and monitor usage; use passwords to control access and prevent accidental purchases.
- **Limit Screen Time:** Follow WHO guidelines (no screen time under 1, <1 hour for 2-4 year olds) and encourage more physical play.
- **Use Age-Appropriate Content:** Choose safe apps/platforms like BBC iPlayer- cbeebies, Sky Kids, Teach Your Monster, Topmarks.
- **Teach 'Stop, Block, Tell':** If something upsets them, they should stop, block it, and tell a trusted adult.
- **Role Model:** Be mindful of your own screen habits and oversharing online; use privacy settings carefully when sharing photos
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/free-online-safety-group-workshops/>.

How can I support my child at home?

- **Reading** regularly- please sign reading record
- Home learning challenges- found on the newsletter
- Exploring topics- research online, non-fiction books, stories linked to topic
- **Phonics**- practise sounding out words to spell, labelling and captioning pictures
- **Maths:**
 - classifying objects around the house
 - recognize when one group has more or fewer
 - number bonds to 5 and 10
 - practise estimating

Reminders

- Please choose lunches on Arbor every day.
- Should all be able to view your child's observations on Tapestry app
- Library books in bags on library day
- Reading books in bag every day
- Label all items of clothes

