



Reception – Spring Term 2026

Dear Parents and Carers,

Happy New Year! Welcome back! I hope you all had a restful break.

This handout will provide a useful reminder of expectations with regards to behaviour and homework. It also gives an overview of the learning that will take place over the spring term. I hope that you find it useful.

Teacher: Mr Avis

Teaching Assistants: Natalie, Denise, Rosemary, Jemma and Stacey
(Joyce and Mohammed support at times too)

Routines:

Behaviour

Good behaviour will be rewarded with going on the sunshine and star, receiving family points, being given certificates in assembly like 'Pick of the Bunch' as well as 'Proud as Punch'.

The cloud and black cloud will continue to be used to sanction poor behaviour choices.

Being ready for the school day

Children are expected to be independent in coming to the line in the morning, holding their book bags and water bottles.

Children should be eating breakfast each morning to ensure their focus throughout the morning and going to the toilet before the school day starts. Children should remember their water bottles and have them filled up ready for the day.

Children need to have a good night's sleep and a good bedtime routine established. The World Health Organisation recommends that children aged between 6–12 years should be getting between 9–12 hours' sleep per night. Given that your child is at the lower end of this age range, we should be aiming for 12 hours.

Homework

In Reception, parents are responsible for ensuring that their children complete their homework. As you've seen, we try to keep homework inputs video-based to maximise engagement and interaction. Please support your child with any tasks set and if you identify any areas of weakness in phonics or writing please do your best to give them targeted support to build their confidence. Uploading the homework gives us a good chance to see how they're getting on so please make sure this is done.

Whenever phonics or High Frequency Words (HFWs) assessments are completed in class, I will send a copy of the results home. If there are sounds your child struggles with, practise them little and often at home (this is what we also do in class). HFWs should be learnt so that children read them by sight. We're aiming for automaticity – children see it and say it without needing to think about it.

Reading

Your child will be given a stage/phase book that will be taken home with them. There is no set day for changing books as children will be read to at different points in the week. To facilitate this, please ensure your child's reading folder with their book and reading record is in their book bag every day. It is very important to hear your child read out loud each day and ask them questions about what they have read to check their understanding and develop their comprehension skills (see questions inside their Reading Record).

Their school reading book can be read more than once to ensure they cannot only read the words but most importantly, understand what it is about. Please remember to record the date and page number along with your signature. This helps us monitor your child's progress.

In Reception, we expect a minimum of 3 signatures a week, with one of these a written comment using the reading comprehension skills sheet that is in the front of your child's reading record. If you read other stories, please feel free to write them in your child's reading record too. We strongly encourage children to read other books from home or the library in addition to the stage book sent home from school.

As well as one-to-one reading, whole class reading will take place where children have opportunities to answer questions and discuss the texts with their peers.

At Boutcher, we promote a reading for pleasure environment and ensure that children have opportunities to choose texts more freely. Your child will spend time in our class reading corner and also have a weekly visit to the school library. Our library visit will take place on **Fridays** so please ensure that, when your child borrows a library book, they have it in school on this day to be returned so that another book can be chosen to take home and enjoy. It is important to return books because we have spent thousands of pounds on resources for our library and every book that is not returned needs money to be replaced. Funding is very tight and books not being returned will have an impact on how our library is used.

Uniform

Please ensure all items of your child's uniform are clearly labelled with their name to ensure they can be easily recovered if lost and minimise the cost of replacement.

A child's book bag with their reading folder (reading record and reading book inside) is considered to be school uniform and must be in school each day. Water bottles should be brought into class with your child's name on.

Please ensure your child is wearing correct school uniform and following the guidelines for hair bow/band colours etc.

Curriculum and Learning:

Spring Theme: **'The World Around Me'**

Phonics: Phase 3 Graphemes

After consolidating and reviewing Phase 2 Graphemes, we'll move onto Phase 3 Graphemes:

Phase 2 graphemes (autumn 1 and 2)	Phase 3 graphemes (spring 1 and 2)
s a t p i n m d g o c k c k e u r h b f l	ai ee igh oa oo oo ar or ur ow oi ear air er
-	• words with double letters
ff ll ss j v w x y z zz qu ch sh th ng nk	• longer words
• words with –s /s/ added at the end (hats sits)	• words with double letters, longer words, words with two
• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	or more digraphs, words ending in –ing, compound words
	• words with s /z/ in the middle
	• words with –s /s/ /z/ at the end
	• words with –es /z/ at the end

History: Peek into the Past

Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.

Geography: Around The World

Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geographical and cultural differences.

Shared Reading: Texts related to ‘The World Around Me’

Here is a list of some of the texts we will be exploring during our shared reading sessions this term:

- Commotion in the Ocean – oceans and creatures
- The Lighthouse Keeper’s Lunch – seaside environment
- Billy’s Bucket – imaginative ocean exploration
- Look What I Found at the Seaside – discovery of local/global environments
- Around the Globe – global diversity and locations
- The Great Big Book of Families – family and cultural diversity
- This is Our House – fairness and community
- Handa’s Surprise – African setting, cultural/geographical differences
- Can You
- Find My Eid Presents? – celebration and culture
- Binny’s Diwali – festival story
- Super Duper You – identity and uniqueness

Traditional Tales (History focus):

- Goldilocks
- The Three Little Pigs
- Red Riding Hood
- The Gingerbread Man
- Jack and the Beanstalk

Maths:

We’ll revisit autumn topics and build on many of these areas in the spring term.

Autumn	Spring
Matching, Sorting, Comparing and Ordering, AB Patterns, Counting, Time, Composition of Numbers up to 5, 2D Shapes, Positional Language	Counting, Counting and Ordering, Addition, Comparing and Ordering, Patterns, Measuring Lengths and Heights, Capacity, 2D Shapes, 3D Shapes

Religious Education

Over this term, we will explore the following questions:

Spring 1: What can we learn from the Stories of Jesus? How did Jesus Rescue people?

Spring 2: What is in an Easter garden? What is so special about Easter?

Services: God’s World, Our Earth, Our Responsibility

Throughout services in the autumn term, we will be considering the beauty of our world, created by God and his love and control over it. We will also be considering our responsibility to tend, steward and care for it. We will be looking at the Beatitudes this term.

Services will be held as a key stage each week in the hall. These services will take place on a Tuesday morning at 9:40am and parents of the class leading the drama will be invited to come and worship with us.

Reception will lead a service on Tuesday 3rd February.

PE

At Boutcher, we follow the 'Real PE' approach. Real PE is a unique, child-centred approach that engages and challenges children in their PE lessons. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. Real PE focuses on six key cogs, these are: Creative, Cognitive, Health and Fitness, Personal, Physical and Social.

In the spring term, we will be working through the 'Cognitive' cog in our weekly PE lessons where we will be developing our dynamic and static balances. In the second half of the term, we will move onto the 'Creative' cog, where we will develop our co-ordination (ball skills) and counter balances.

Our PE day is: **Wednesday**

On this day, children should come to school wearing PE kit and do not need school uniform.

PE kit is as follows:

- plain white t-shirt or polo top
- navy blue jogging bottoms, leggings or shorts (no logos)
- school navy blue jumper or cardigan
- suitable trainers for PE

PSHE

At Boutcher School, we teach Personal, Social, Health Education (PSHE) and relationships as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We use the Jigsaw Programme which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Spring 1: Dreams and Goals

Spring 2: Healthy Me

This year, we will be growing in independence and developing our skills and confidence with this. As we can't dress for PE and back into our uniforms in school, I would encourage parents to let their children dress themselves for the school day and get used to making sure they are ready for the school day with their belongings needed (book bags, reading folders and water bottles etc).

As always, if you have any questions regarding any of the information in this letter, or any other matter of concern, please do not hesitate to contact me. I will be available at the end of the day to answer quick questions; however, appointments can be made via the school office to discuss any lengthier matters or concerns. You may also wish to send a private comment on Google Classroom homework.

Many thanks for your support.

Mr. Avis