

Reception Topics

This is a list of topics that we are covering in reception, please sign up to Twinkl for free for one month and search these topics for activities to do with your children.

Transport – talking about which modes of transport travel on air, land or water. Links to floating and sinking experiments.

RLNI <https://rnli.org/youth-education/education-resources/lower-primary>

Maths – sharing and grouping (how many groups are there? How many are there in each group?) Understanding the concept of pairing, counting in 2's.

Literacy/Phonics – Space stories – ‘The Aliens are coming’ Practise writing a short caption using descriptive language e.g. ‘The Alien is blue’ ‘The Alien has big eyes’ ‘The Alien has long legs and 3 eyes’. Draw a picture to match the description.

Phonic sounds to practise: Phase 2 all sounds, phase 3 up to oa.

P.E. Multi-skills. Practise: hula hooping, balancing a ball on a racket, throwing and catching a ball. Youtube physical activities: Joe Wicks classroom workouts, cosmic yoga, 5-a-day dances, Just Dance.

Please pick some of these activities to complete

Please take photos of these resources to help you and your child at home. Also, please share with other parents in Reception if they are not here. If you complete any tasks and show evidence e.g. photo's/writing/worksheets, please bring them in and we will be giving out certificates.

EYFS Early Learning Goals: Parent and Carers Guide

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their Reception year. They will be working towards these goals throughout the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below
























Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development (PSED)	Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
	Self-Confidence and Self-Awareness	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
	Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
Communication and Language (C&L)	Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
	Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development (PD)	Moving and Handling	Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	Health and Self-Care	Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
Literacy (L)	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths (M)	Number	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

EYFS Early Learning Goals: Parent and Carers Guide

The Early Learning Goals (ELGs) are the goals or targets children are expected to achieve at the end of their Reception year. They will be working towards these goals throughout the Early Years Foundation Stage. There are 17 ELGs across all the areas of learning as shown below

Area of Learning	Aspect	Early Learning Goals
Understanding the World (Utw)	People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	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 and plants and explain why some things occur, and talk about changes.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive Arts and Design (Ea&D)	Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	



in

My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					



in

Jolly Phonics Actions Chart

Pa short a 	Bb 	Ch ch 	Dd 	Ee short 	Ff 	Gg 	Hh 	Ii 	Jj
Ll 	Mm 	Nn 	Oo short o 	Pp 	Qu qu 	Rr 	Ss 	Tt 	Uu short u
Vv 	Wh 	Xx 	Yy 	Zz 	Ar 	Ch 	Oo oo 	Sh 	Ng

Or 	th voiced 	th unvoiced 	ou ow 	er ir ur 	oi oy 	ai ay 	ea ee ey 	ie y i_e 	oa o_e 	ue u_e
---------------	----------------------	------------------------	------------------	---------------------	------------------	------------------	---------------------	---------------------	-------------------	-------------------



Easter

Home Learning Challenge

People often celebrate Easter by eating chocolate or buns and cakes. Try making a sweet treat to share with your family. We would love to see a photo or picture of any treats you make!

Try making a model basket to hold some Easter treats! You could use an empty cardboard box and decorate it with paints or colourful Easter pictures.

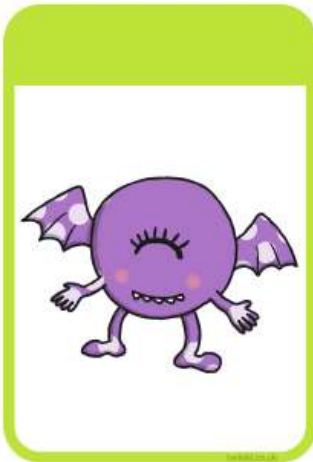
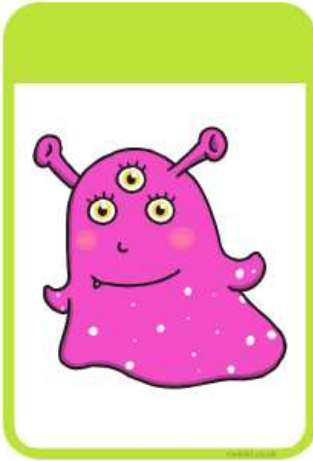
Egg starts with the letter 'e' – what else starts with the letter 'e'? Write a list of other things that start with the letter 'e'. How many things can you think of?

At Easter time lots of flowers start growing in the ground and on trees. Go for a walk around a park or garden and see what flowers and plants you can see growing.

Draw or paint an Easter picture – you could draw some Easter eggs, flowers, chicks or even the Easter bunny!

If there are 10 eggs in a basket and then 5 get eaten, how many would be left in the basket? You could use your fingers or draw a picture to help you.

Can you write some sentences to describe these
aliens?



Phase 3 Home Learning Challenges

Look at the things around the room. Can you spot any words that begin with any of these sounds? Can you hear the sound they end with too? Try writing some of them down.

j v w y z

Can you put the sounds on this page into the phoneme frames to make words?

Can you spell out any of the pictures?
Do all the words have the same
number of sounds? Can you underline
any digraphs?



Play a game with your grown-up. Ask your grown-up to read a sound to you. Can you write the sound down? You could use different colours.

Can you read the digraphs on this page and think of a word that includes each sound?

igh

air

ear

ure

OW

ar

sh

ZZ

Can you look in a book
and find any of these words?
Which words did you spot the
most times?

he

she

we

me

be

you

all

are

her

WALS

they

my

Phase 2 Home Learning Challenges

Look at things around the room and say the sound they begin with. Can you hear the sound they end with too? Try writing some of them down.

Can you spell out any of the pictures? Tell your grown-up which sound it begins with and which sound it ends with. Do all the words have the same number of sounds?



Can you put the sounds on this page into the phoneme frames to make words?

Play a game with your grown-up. Take it in turns to give instructions. For example, 'Touch your f-ee-t' or 'Stand u-p'.

Can you look in a book and find any of these words? Which words did you spot the most?

the

to

I

go

no

Can you read the letters on this page and think of a word that begins with each one?

t

d

c

b

f

l

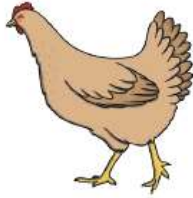
s

o

Can you think and write any words that rhyme with these?



dog



hen



bug



pin



bed



sock

Tablespoon Biscuit Recipe



1



2



3



30 minutes

4



5



6








12 minutes

7



Spelling Maze!

Draw lines between the right letters to spell out the word! Write your word on the lines at the end!

	c	o	g	_____
	l	a	t	_____
	r	u	p	_____
	e	e	d	_____
	x	e	p	_____
	h	o	n	_____
	s	u	m	_____
	j	a	s	_____
	t	a	n	_____
	p	e	y	_____

Read and Draw



Read the words and draw pictures to illustrate the words.

man	dog
van	bin

EYFS School Closure Challenge Cards

Can you draw your house? Can you label your picture?



EYFS School Closure Challenge Cards

Write your name, using a different colour for each letter.



EYFS School Closure Challenge Cards

Choose a new book to read.
Stop reading in the middle of the story.
Can you guess what will happen at the end?
Were you right?



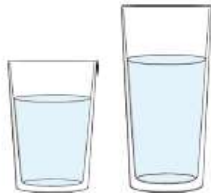
EYFS School Closure Challenge Cards

Look through a book. Can you find any words
with more than seven letters?
What is the longest word you can find?



EYFS School Closure Challenge Cards

Can you fill a cup with water? Can you fill two
cups? Do they hold the same amount of water?



EYFS School Closure Challenge Cards

Look at some ice carefully. What can you see inside?
Can you find a way to melt the ice?



EYFS School Closure Challenge Cards

How many times can you sing a chosen nursery
rhyme in one minute?



EYFS School Closure Challenge Cards

How many different ways can you time one minute?



Practical Ideas

<div data-bbox="363 253 432 320"></div> <p>Draw 2 of your favourite fruits.</p> <div data-bbox="260 539 533 678"></div> <div data-bbox="347 730 443 768"></div> <p>Encourage the use of different colours. Question what colours are being used. Encourage the recognition of what has been drawn.</p>	<div data-bbox="762 253 831 320"></div> <p>Find 5 squares around the house.</p> <div data-bbox="644 450 908 712"></div> <div data-bbox="746 730 842 768"></div> <p>Children to find things around the house that are square. Ask questions such as: What other shapes can you find?</p>	<div data-bbox="1161 253 1230 320"></div> <p>Look out of the window.</p> <div data-bbox="1114 421 1273 613"></div> <p>What can you see?</p> <div data-bbox="1145 730 1241 768"></div> <p>Look out of the window, encourage the use of positional language. <i>There is a bird on the fence. The car is in front of the garage.</i></p>
<div data-bbox="363 983 432 1050"></div> <p>Make a cake with an adult.</p> <div data-bbox="300 1133 491 1361"></div> <p>What did you do?</p> <div data-bbox="347 1458 443 1496"></div> <p>Encourage the use of time related language. For example: <i>first, then next</i>. When tasting, talk about the smell, taste and texture.</p>	<div data-bbox="762 983 831 1050"></div> <p>How many red objects can you find?</p> <div data-bbox="651 1178 922 1435"></div> <div data-bbox="746 1458 842 1496"></div> <p>Once objects have been found, encourage the counting. Giving one number name to each object. Challenge further by asking: <i>What is one more? What is one less?</i></p>	<div data-bbox="1161 983 1230 1050"></div> <p>Use your toys to tell a story.</p> <div data-bbox="1043 1160 1337 1435"></div> <div data-bbox="1145 1458 1241 1496"></div> <p>Once the story has finished, ask questions about the story, or questions that will extend the story. <i>What happens to (character)? Why did they do?</i></p>

 <p>Create a picture of your family.</p>  	 <p>Talk about a favourite holiday.</p>  	<p>123</p> <p>How many star jumps can you do in 30 seconds?</p>  <p>Can you beat your record?</p> 
<p>Talk about who is in your 'family'. Talk about what they do to help, e.g. <i>Grandma sometimes makes me tea at her house.</i></p>	<p>Talk about a holiday or trip you have been on. Talk about what you did and why that might be your favourite trip/ holiday.</p>	<p>Talk about how long 30 seconds is. <i>Did it feel like a long time? Can you count your own jumps?</i></p>
 <p>Practise writing your name.</p>  	 <p>Draw a picture.</p>  <p>Explain what you have drawn.</p> 	 <p>Find 5 things that float and 5 that sink.</p>  
<p>Talk about what the name starts with (the letter itself and capital letter). Children may want to trace their name first, then have a go at writing it independently.</p>	<p>Encourage the use of different colours. Question what colours are being used. Children to explain and describe their picture.</p>	<p>Talk about what float and sink mean. Before putting them in the water, ask the children to make a prediction about whether it will float or sink.</p>

Activities to Try at Home

Here are a selection of ideas and activities split into the different Areas of Learning that you can do to help your child work towards achieving their early learning goals.

Personal Social and Emotional Development

- Try playing some simple board or card games together or try working together to build a jigsaw puzzle.
- Encourage your child to talk about their friends and arrange opportunities to invite friends round for tea or meet up at a park for the children to play together.
- Encourage children to talk about their likes and dislikes in terms of activities they like and do not like to do. Encourage them to explain their thoughts and feelings.
- Encourage children to be independent but to ask for help when needed. Encourage them to talk to familiar adults and children about activities they would like to do.
- Discuss different feelings – try acting out different emotions for children to identify.
- Discuss plans and routines and encourage children to talk about their daily activities.

Communication and Language

- Initiate conversations with your child, ask questions and demonstrate how to be a good listener.
- Share rhymes, songs, books and stories. Talk about what is happening in the stories or rhymes. With a familiar rhyme or book, stop suddenly and ask your child to continue, or you could accidentally get the words 'wrong' and your child could correct you!
- When sharing stories together, talk about the story and the characters. Ask your child to explain events in stories.
- Model correct sentence structure and words – instead of over correcting your child, repeat words or sentences, e.g. if your child says "bued an apple" say "Yes, you bought an apple."
- When you have a holiday, a day out or a trip somewhere, work together to create a record of the event, such as a photo, collection of objects or a drawing, which you can talk about later.
- When you have a holiday, a day out or a trip somewhere, work together to create a record of the event such as a photo, collection of objects or a drawing, which you can talk about later.
- Talk about your children's interests and encourage them to learn and use new vocabulary.

Physical Development

- As a family, try some different active activities! You could try; dancing, playing football, going for walks, riding a bike or going swimming.
- Encourage children to try using different types of materials and simple tools. Provide playdough or salt dough to knead and make model, as well as beads to thread onto laces. You could also provide tools, such as child-safe scissors, paintbrushes, crayons, and child-safe knives and forks.
- Encourage your child to get dressed/undressed independently and manage their own personal hygiene (such as washing their hands and brushing their teeth).
- Encourage your child to talk about healthy food choices. Go shopping with your child and talk about healthy foods and why a balanced diet is important.

Literacy

- Share pleasure in reading with your child. Share books together and join a local library. Encourage your child to look at a range of different books such as, stories, poems, information books and comics. Talk about favourite stories and characters.
- Practise identifying letter sounds (phonics). Look for letters you see when you visit different places and demonstrate reading the words.
- Make word and letter sound cards for sounds or words your child finds tricky. Try saying them in funny voices to help practising them more fun!
- Encourage your child to explore writing using different materials such as pencils, chalk, crayons and pens. They could try writing letters into a tray of sand or flour using a finger or try painting letters onto a pavement using a paintbrush and water.
- Demonstrate different purposes for writing such as writing a shopping list, writing a greetings card or a postcard when on holiday. Encourage children to try writing for different purposes too and praise them for their efforts.

Mathematics

- Look for numbers when you visit different places. Talk about house numbers, car number plates, prices of goods in the supermarket, etc. Challenge children to identify the numbers and say which number is one more or one less than the ones they see.
- Play dice games with your child such as snakes and ladders.
- Talk about simple addition and subtraction in practical ways. Use toys or other items to demonstrate addition by counting on and subtraction by counting back.
- Look for 2D and 3D shapes around the house or when out and about and ask your child to describe them. Encourage the use of correct terms such as 'sides' and 'corners'. Build models or pictures using empty packaging or paper shapes and talk about the shapes used.
- Compare size, weight and capacity. Get your child using words like 'longer', 'shorter', 'taller', 'heavier', 'lighter', 'full' and 'empty'. Talk about things you see in the world around you, or create opportunities for comparison, perhaps by rolling playdough snakes ('Can you make a longer/ shorter one?') or pouring water into different cups during bath time.

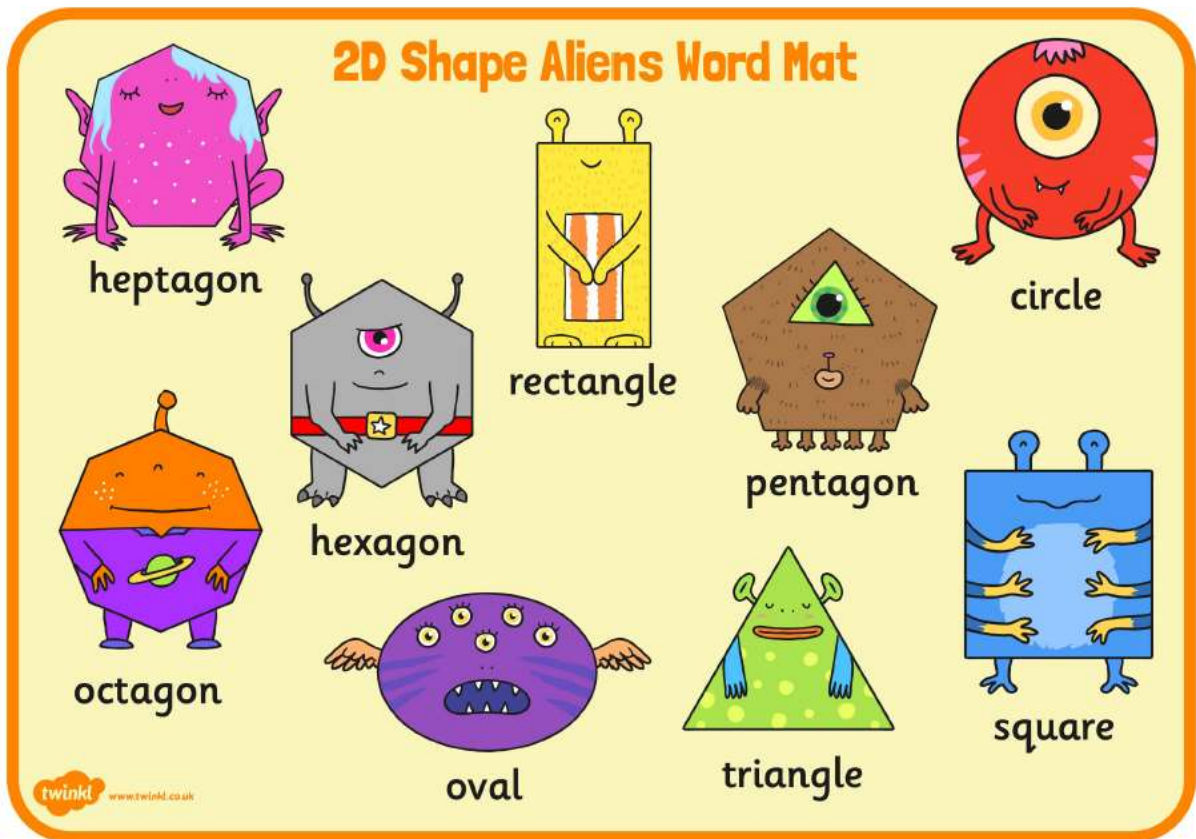
Understanding the World

- Talk about special events in your family, such as holidays, weddings, birthdays and celebrations. Maybe bring in a souvenir to show the class!
- Take a trip to a park and look at the plants, insects and animals.
- Explore different weather conditions and talk about seasonal changes in the world around you.
- Go on a technology treasure hunt at home! Talk to your child about how we make these things work and how to use them safely.
- Look at different types of technology when you're out and about. They could explore using a camera to take photos on days out too.

Expressive Arts and Design

- Try some different creative activities using a variety of different materials such as; making musical instrument models using empty packaging, collage activities to make pictures using wool or coloured paper and mix colours of paint to paint pictures.
- Encourage children to sing their favourite songs and listen to music.
- Try using some toys or make some puppets and create your own story!
- Try setting up a pretend shop, restaurant, hairdressers salon, workshop or classroom. Role play as customers and shopkeepers, etc. and create stories and scenes together.

Can you practise these shapes?



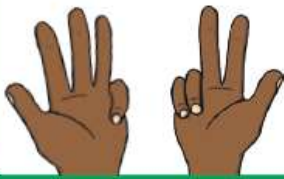
Finds the Total Number of Items in Two Groups by Counting All of Them

Home Learning Challenges

Collect two bowls. Put three bananas in one bowl and two apples in the other. How many pieces of fruit do you have altogether?



Hold up four fingers on one hand and three on the other. How many fingers are you holding up altogether?



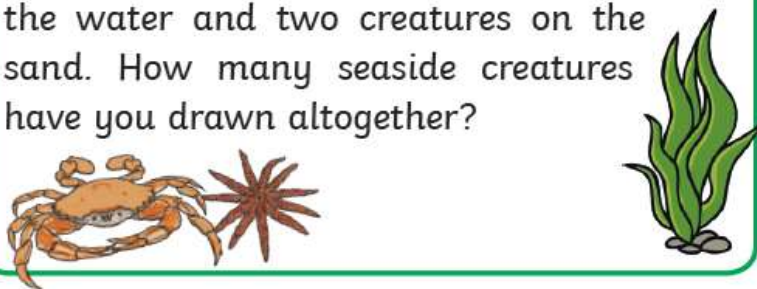
Play shops with a friend. How many items do you have in your basket? How many does your friend have? How many altogether?



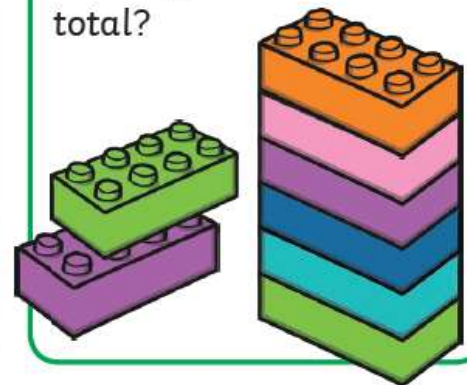
Go for a walk in the garden or park with someone from your family and take two containers with you. Collect five natural objects in your container and ask your family member to collect five different objects. How many objects did you find altogether?



Ask a grown-up to help you to draw a picture of the seaside. Draw three sea creatures in the water and two creatures on the sand. How many seaside creatures have you drawn altogether?




Build a tower using six blocks, now build another using four. Can you count how many blocks you have used in total?



Transport

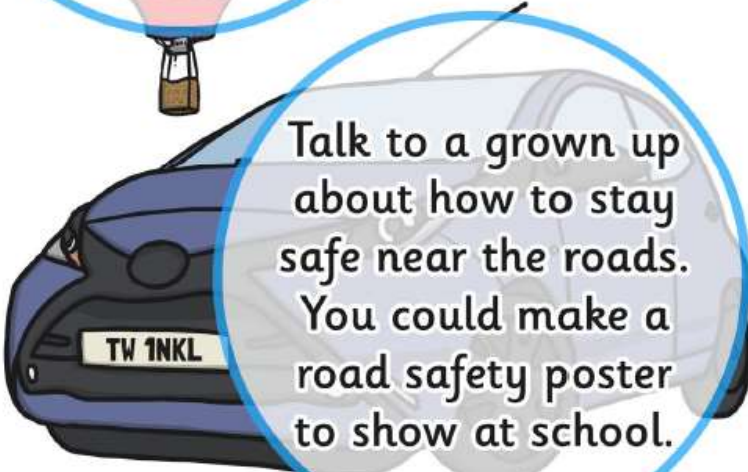
Home Learning Challenge



Make up a story with a grown up about an adventure you could have in a hot air balloon.



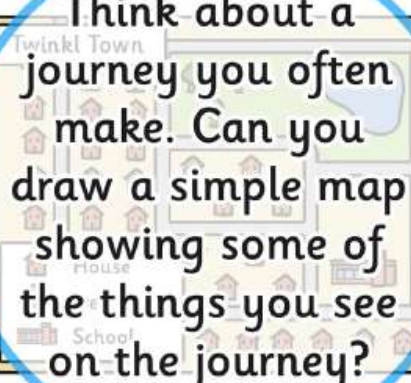
Design a vehicle fit for a superhero!



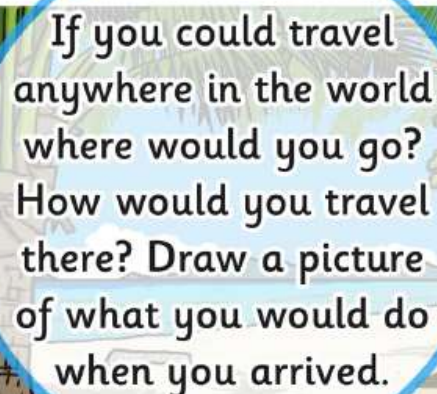
Talk to a grown up about how to stay safe near the roads. You could make a road safety poster to show at school.



Go for a walk with a grown up. Can you spot numbers 1-9 on the car number plates?



Think about a journey you often make. Can you draw a simple map showing some of the things you see on the journey?



If you could travel anywhere in the world where would you go? How would you travel there? Draw a picture of what you would do when you arrived.

Useful links:

<https://www.twinkl.co.uk/resources/free-resources-parents/school-closures-category-free-resources-parents/school-closures-free-resources-parents>

www.purplemash.com/home

www.classroomsecrets.co.uk

<https://www.phonicsplay.co.uk/>

www.phonicsbloom.com

<https://www.empoweringlittleminds.co.uk/resources-1>