



January 2022

Dear Parents and Carers,

Happy New Year and welcome to the first half of the Spring 2022 term. We hope you had a relaxing Christmas and we look forward to seeing you and the children fully refreshed and ready for an exciting term ahead. Our over-arching project for this half term will be **‘Winter’** which we hope will provide lots of opportunities to observe seasonal changes in this country and learn more about the North and South Poles. We are very grateful for your continued support in helping your child at home. Daily reading and exposure to a wide range of books is so important.

Our priority this half term is to introduce the next set of graphemes as part of our revised phonics programme We are also keen to help the children begin to write more independently, so writing will be another big focus. We will be working hard to build the children’s number skills in order to secure those important mathematical concepts and key vocabulary.

This letter is for your information, outlining the learning taking place in Reception class this half term as well as some important information. Throughout the first half of the spring term, we will be covering the following:

Subject	Learning taking place at school	Links to previous learning to use as discussion points at home	Additional ideas to support your child at home
Personal, Social and Emotional Development School value this term: THANKFULNESS	Talk with others to solve conflicts Develop appropriate ways of being assertive Increasingly follow rules, understanding why they are important Build constructive and respectful relationships Identify and moderate their own feelings socially and emotionally	Monitor duties – some will change this half term Wellbeing week and focus books about feelings & emotions School value focus for the term Family Circles School value of KINDNESS	Continue to talk about ways to solve conflicts e.g. model how to listen to someone else and agree a compromise Clear boundaries and routines Model ways to calm ourselves such as stopping and taking a few breaths or listening to a piece of gentle music or doing some painting Ensure play regularly involves sharing and co-operating with others – board games are great for this and important to learn that we cannot always win the game!
Physical Development	Take part in group activities which they make for themselves, or in teams Choose the right resources to carry out their own plan Collaborate with others to manage large items Use comfortable grip with good control when holding pens and pencils	PE skills with our specialist coaches – Dance & outdoor games Fine and gross motor activities in continuous provision	Managing coats, gloves, hats, snack containers, water bottles. Zipper pulls can be useful for children who struggle with those fiddly zips - ink in table at bottom of page Encourage use of cutlery at mealtimes Large body movements are great for building the core – scrambling and climbing safely, walking as much as possible, scooting/cycling Keep letter formation sessions brief – the children do not have to complete the homework sheets all in one go, they can take their time over the course of the week and will achieve better results if they take their time. Show them how they can sharpen their own pencils!

	<p>Use their core muscle strength to achieve good posture when sitting at a table or on the floor</p> <p>Develop the overall body strength, co-ordination, balance and agility Combine different movements with ease and fluency</p>		<p>Hand grip stress balls and/or Theraputty can be useful for develop wrist and hand strength, if needed.</p>
Communication & language	<p>Use a wider range of vocabulary/use new vocabulary in different contexts</p> <p>Understand 'why' and 'how' questions</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Focus books from autumn 1 & 2</p> <p>Technical or subject specific vocabulary introduced daily as part of lessons</p> <p>Weekly 'WOW!' words</p> <p>Story maps linked to focus books</p>	<p>Offer lots of interesting things to investigate e.g. items collected on a nature walk, bits and bobs like nuts and bolts or old (safe) equipment they can take apart and pit back together e.g. typewriter, radio etc. This will encourage them to ask questions.</p> <p>Model thinking aloud, asking questions of yourself and coming up with possible ideas e.g. I wonder what will happen if...I just do this, change that, start again, try this etc.</p> <p>Read and re-read stories, link events in the story to your own experiences, talk about the plot and the main problem in the story.</p> <p>Try to choose/read books containing real photographs and pictures, some of which could relate to our 'winter' topic.</p>
Literacy	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letters /sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Continue to form lower-case and capital letters correctly</p>	<p>Phase 1 & 2 of the Letters & Sounds programme</p> <p>Guided reading books linked to taught sounds (levelled reading books)</p> <p>Weekly focus books</p>	<p>Try to choose/read together books which reflect diversity and inclusion</p> <p>Read with your child every day and sign their reading journal. Put a note in their reading book when they complete the Reading Challenge – so they can receive a certificate</p> <p>Use the phonics resources which will be uploaded to Google Classroom</p> <p>Encourage list writing – catalogues/magazines are great as a stimulus for this.</p>

	<p>Read common exception words linked to Phase 2 & 3 of the Letters & Sounds programme</p> <p>Spell words by identifying the sounds and then writing the sound/s with letters</p>		
Mathematics	<p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems</p> <p>Subitise</p> <p>Link the number symbol with it's cardinal number value</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p>	<p>Matching objects to numerals</p> <p>Exploring 5 and 10 frames</p> <p>Comparing sets of objects – more, same, fewer</p> <p>Problem solving e.g. 'odd one out'</p> <p>Categorise, sort & compare objects</p> <p>2D shape & tessellation</p>	<p>Numbots - keep sessions short and snappy</p> <p>Build counting and problem solving into everyday routines such as setting the table for dinner, putting the shopping away. Pose problems for them to solve e.g. What if two more people were coming for dinner?</p> <p>Play games which involve quickly revealing and hiding numbers of objects, can the say how many and count to check?</p> <p>Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements.</p> <p>Numicon is a fantastic resource, which we use throughout the school. Link to resource in table below at the bottom of the page</p>
<p>Understanding the world:</p> <p>Science</p> <p><i>Hats & weather</i></p> <p><i>Melting & freezing</i></p> <p><i>Polar animals</i></p> <p><i>Floating & sinking</i></p>	<p>Use all their senses in hand on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see using a wide vocabulary</p> <p>Talk about the differences between materials and changes they notice</p> <p>Explore the natural world around them</p>	<p>What is happening to the trees? – observing our 'adopted' tree over time</p> <p>Planting bulbs</p> <p>Forces & materials – testing planes (Amelia Earhart)</p>	<p>Observe the changes to the trees and plants as winter progresses. Could they take photos and then draw what they see?</p> <p>Explore the changing seasons when out and about e.g. frost, ice and snow. Discuss natural processes such as freezing and melting</p> <p>Encourage model making for different purposes and using different materials e.g. house for mouse, a cave for a bear?</p> <p>Point out the changes that occur as you cook together e.g. sieving, mixing, melting.</p>

<p>Understanding the world: History <i>Chinese New Year</i> <i>Ernest Shackleton</i> <i>Local landmarks</i></p>	<p>Continue to develop positive attitudes about the differences between people</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories including figures from the past – Ernest Shackleton</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>The stories of Wilma Rudolph and Amelia Earhart</p> <p>Poppy Day, Diwali, Hunukah, Advent and Christmas</p>	<p>Read books about our Inspirational person Ernest Shackleton & other famous explorers from today and the past</p> <p>Help them to reflect on the main events of the autumn term e.g. starting school, staying for lunch, their role in the nativity play, going to the Chickenshed Theare etc.</p> <p>Look through old family photographs together and talk about them</p>
<p>Understanding the world: Geography <i>Aerial views, trip to local shops & Christ Church</i></p>	<p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos/books</p> <p>Explore the natural world around them Understand the effect of the changing seasons on the natural world around them</p> <p>Draw information from a simple map</p>	<p>The Gingerbread Man, The Train Ride, Amelia Earhart's Flights Field study of local trees, planning a route – what clues could we see?</p>	<p>Look at a globe and children's atlas together</p> <p>Help them to make a simple map of their journey to school</p> <p>Explore countries using different Google Map images Talk about where you grew up and how it is different from where they live now</p>
<p>Religious Education (R.E.)</p>	<p>LDBS UNIT How did Jesus rescue people?</p>	<p>Who made this wonderful world and why?</p> <p>Why is Christmas special for Christians?</p> <p>KINDNESS</p>	<p>Read bible stories about the miracles of Jesus Possible bible references: John 6:16-21, Luke 19:1-10, Matthew 8:5-13, Luke 17:11-19, John 9:1-12, John 21:1-14</p>
<p>Expressive arts & design <i>Exploring winter art & charcoal</i></p>	<p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join materials and explore different textures</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Self portraits</p> <p>Work of Giuseppe Arcimboldi and Kadinsky</p> <p>Art linked to Diwali & fireworks & Christmas</p>	<p>Talk to your child about the music they hear in their favourite Disney movies – what instruments can they hear? Why is it quiet in some scenes and loud in others?</p> <p>Teach your child a song or rhyme from your own childhood so they can share it with the class</p> <p>Encourage model making for a purpose e.g. a gift for a relative, pencil holder for their stationery etc. How can they change/improve their original design?</p> <p>Help your child to act out and then change/adapt the ending of a familiar story at home, or one of the focus books we have read in class</p> <p>Link to useful website in table below at bottom of page</p>

	<p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop story lines in their pretend play</p>		
--	--	--	--

PE

PE days are Mondays and Fridays. As the weather turns colder, your child may need a thin thermal under layer of clothing underneath their PE kit. Velcro fastenings are much safer for Reception aged children during outdoor P.E.

Reading and guided reading

There will be a meeting to explain more about changes to guided reading – more information to follow.

The children love hearing different adults reading stories. You are warmly invited to come into school and read a story with the class - just before pick up is a good time. If you can help with this, please contact me via the office, many thanks.

Birthdays

As a Gold Award healthy school we discourage sweets/chocolates for birthdays. If desired, you may wish instead to donate a book for our class library. The book will be inscribed with your child’s name, read to the class and then put in our class library for the children to enjoy.

Junk modelling/recycled materials

We welcome donations of clean cardboard e.g. egg boxes and small boxes, old wrapping paper, foil and anything else you think the children may enjoy re-purposing at school.

Hats, gloves & coats

As the weather turns colder, children will need hats and gloves/mittens. Please label everything! We prefer snoods/balaclava style hats/neck warmers over long scarves, which can be hazardous when children are using climbing equipment. The Trent wooly hats are great too. Please attach gloves/mittens to coats using a long piece of elastic threaded through sleeves or provide gloves that can be attached to coats, as these items often get misplaced.

Please see table below for useful links:

<p>Maths</p> <p>https://home.oxfordowl.co.uk/maths/numicon-guide-for-parents/ (link for Numicon)</p> <p>https://www.bbc.co.uk/cbeebies/shows/numberblocks</p> <p>http://www.topmarks.co.uk/Search.aspx?Subject=37</p>
<p>Communication & language</p> <p>https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/small-talk/</p>
<p>Physical development – for zipper pulls</p> <p>https://www.amazon.com/kids-zipper-pulls/s?k=kids+zipper+pulls</p>
<p>Expressive Art & Design</p> <p>http://www.bbc.co.uk/cbeebies/shows/mister-maker</p>

We look forward to working with you and thank you in advance for all your support.

Please do not hesitate to contact us if you have any questions, via the office.

Best wishes,

Mrs. Margaret Breheny (class teacher) and Mrs. Martine Cagnetta (class T.A.)