

<p>Personal Social and Emotional Development: Children will continue think about good choices and bad choices and how we can resolve conflicts appropriately with others. In circle times we will focus on recalling when we were happy, when we were excited, or when we felt lonely etc and talk about how they and others show feelings, The children will have the opportunity to develop their self confidence by performing traditional tales to others on our class stage in the role play area.</p> <p>★ Talk to your child about their school day. What made them feel excited? Happy? If they felt sad, what made them feel better?</p>	<p>Physical Development: In PE and in outdoor provision children will continue to learn how to negotiate space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles. They will practice travelling with confidence and skill around, under, over and through balancing and climbing equipment. They will have opportunities to develop increasing control over an object in pushing, patting, throwing, catching or kicking it. In class children will be learning to use small tools and equipment with skill and develop handwriting.</p> <p>★ Practise writing the letter sounds sent home each week on the flashcards.</p> <p>★ Practise throwing and catching, and kicking balls of different sizes.</p>	<p>Communication Language and Literacy: We will continue to practise listening to 2-3 step complex instructions, and asking and answering how and why questions. The role-play area in the class will be used to support imagination and recreate roles including acting out traditional tales on the stage or playing different roles in our class book shop. Children will be encouraged to extend their vocabulary through reading texts together and class discussions.</p> <p>★ Give your child 2 or 3-part instructions to follow at home e. ‘take your shoes off, hang your coat up then get your drink’</p> <p>★ Ask your child to tell you what they think new words mean in stories you read together and explain them if they don’t know.</p>
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<p>Please remember to:</p> <p>★ Continue to make sure your child brings a named book bag and water bottle daily and always has a named PE kit in school.</p> <p>★ Practise reading at home. Reading books will be changed every Monday (and usually another day later in the week).</p> <p>★ Please practice the letter sounds and key words sent home for phonics homework on Wednesdays. Thank you</p>	<p>Reception Newsletter Spring 1 Mrs Wilkinson & Mrs Blythe Topic: Traditional Tales</p>	<p>Expressive Art and Design:</p> <p>We will be continuing to learn new action rhymes and songs including rhymes involving subtraction. The children will also have opportunities to create their own performances of traditional tales on our class ‘stage’. They will also have opportunities to play different roles in the class ‘book shop’ including making their own books. They will continue to have opportunities to construct, collage, paint, model and mark make. Talk to your child about which is their favourite traditional story and why?</p>
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<p>Literacy:</p> <p>In Phonics sessions this half term we will be consolidating our recognition of Set 1 letter sounds and practising blending and segmenting these to read and spell simple words. We will also start to learn the Set 2 digraphs: <i>ee, oo, ar, or, ow, ou, oy, ay, ir</i>, and the trigraphs: <i>igh</i>, and <i>air</i>. In Literacy sessions: We will start with the children’s classic ‘<i>Each, Peach Pear, Plum</i>’ by Janet and Allan Ahlberg. The children will then be encouraged to listen to and discuss different versions of the following traditional stories: <i>Jack and The Beanstalk, The Gingerbread Man, The Three Little Pigs</i> and <i>Little Red Riding Hood</i>’ before writing our own class version of a traditional tale. We will continue to encourage the children’s emergent writing and to support them daily to start writing simple words, captions and phrases.</p> <p>★ Encourage your child to read regularly with you and to read and write the letter sounds sent home each week.</p> <p>★ Practice reading the green and red high frequency words sent home each week.</p>	<p>Maths:</p> <p>During numeracy sessions we will continue counting forwards and backwards to 20 and beyond. We will be identifying, ordering and writing numerals to 20, plus counting the correct corresponding number of objects. Children will develop their ability to say what would be one more or one less than a given number and find the total number of objects in two groups by counting them. They will begin to understand and use the language of subtraction including take away, minus, fewer and less. Children will also consolidate their use of mathematical language to describe 2D shapes and develop their ability to name 3D shapes. We will continue to order items by length, height, weight and capacity and start to use everyday language of time.</p> <p>★ Continue to practise counting objects up to 20. Then ask what number is one more or one less?</p> <p>★ Encourage your child to write numerals to 20.</p> <p>★ Practise chanting the days of the week and months of the year. Talk about what day it is today? What month are we in?</p>	<p>Understanding the World:</p> <p>The children will be exploring, observing closely and comparing the properties of different materials related to our stories e.g. straw, sticks and bricks, wood, plastic and metal, and mixing materials e.g. to make gingerbread play dough (Gingerbread man).</p> <p>★ Encourage your child to talk about the properties of different materials: hard, soft, strong, weak, bendy, stiff, sticky, wet, dry, shiny, smooth, rough, furry, etc</p> <p>★ Children are always welcome to bring anything special they find in the environment into school to share on the class’s ‘investigation’ table.</p>	<p>RE:</p> <p>During our RE lessons this half term we will be focusing on Friendship including thinking about What makes a good friend? Why are friends important? We will be looking at stories of friendship in the Bible including stories about Jesus and his friends.</p>
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