



Reception Spring 1

Happy new year!

This is our spring term newsletter to let you know some of the things we will be learning in Reception Class this term. We would also like to take this opportunity to thank you for all the lovely gifts and cards we received for Christmas.

Mrs Sagaas and Miss Collyer

Our main topic this term is

Winter and Polar Regions

At the end of the topic we want the children to have the following knowledge:
To explain what happens in winter and how the season differs from other seasons
To know where the Polar regions are on the globe
To know how the environment in the polar regions is different to our own.
To name some polar animals.
To know some facts about polar animals, especially penguins and polar bears.
To understand how polar animals adapt to survive in the cold environment.

Dates for your diary

Wed 14th, Wed 28th January and Wed 11th Feb Forest School
Friday 13th Feb Last day of Spring 1 term

Topic Vocabulary

Seasons	There are four seasons – Spring, Summer, Autumn, and Winter. They are marked by weather patterns and daylight hours.
Climate	The usual weather conditions of an area.
North Pole, South Pole	The very top and bottom of the world.
Arctic	The area around the North Pole (home to polar bears)
Antarctica	The continent at the South Pole (home to penguins).
Blubber	Thick fat to keep animals warm.
Habitat	Where animals live
Adaptation	How animals change to survive the cold (e.g., white fur to hide, blubber for warmth).
Huddle	To snuggle together for warmth (e.g., penguins)
Igloo	A shelter made of snow.
Inuit	People who live in the Arctic.

Our Phonics this term:

Wk1 Recap autumn sounds

Wk2

Wk3

Wk4

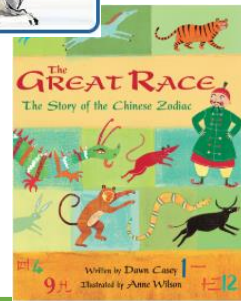
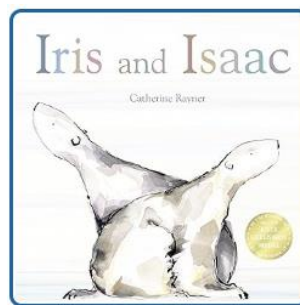
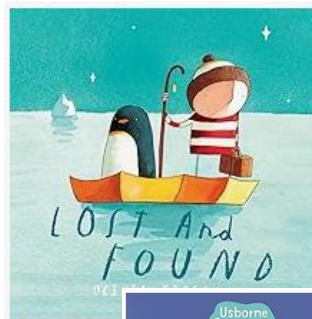
Wk5

Wk6



Tricky words: was, my, you, they, here, all are

The core texts we will be using



Maths Spring 1

Reception Class



	1	2	3	4	5	6
White Rose Maths Topic	Alive in 5		Mass and capacity	Growing 6,7,8		Consolidation and assessment week
	Step 1 Introduce zero		Step 1 Compare mass	Step 1 Find 6, 7 and 8		
	Step 2 Find 0 to 5		Step 2 Find a balance	Step 2 Represent 6, 7 and 8		
	Step 3 Subitise 0 to 5		Step 3 Explore capacity	Step 3 1 more		
	Step 4 Represent 0 to 5		Step 4 Compare capacity	Step 4 1 less		
	Step 5 1 more			Step 5 Composition of 6, 7 and 8		
	Step 6 1 less			Step 6 Make pairs-odd and even		
				Step 7 Double to 8 (find a double)		

Art and design/Expressive Art and Design

We will encourage the children to choose materials for a planned effect, using a wider range of joining techniques and materials to achieve the desired effect and talk about what has been created. We will mix cold colours and make icy paintings, use collage to create polar landscapes, create telescopes for an arctic exploration and use pastels to create Northern lights. We will also encourage the children to begin to plan a design before starting a project.

Being Imaginative and Expressive We will role play stories learnt using props. Our home corner will transform into a Polar vet's office where the children will have the opportunity to role play being a vet or an arctic explorer. In PE the children will experiment with different movements and rhythm to create traditional dragon and lion dances and we will continue to follow the Spark Yard music program

Understanding the World:



People, Cultures and Communities

This term we will learn about cold environments and how people prepare to travel to these regions. We will listen to stories set in the polar regions and look at how the polar regions differ from our surroundings.

In the last week of term, we will travel to China and learn how Chinese new year is celebrated.

History - Past and Present

We will compare means of transportation used now and then to travel to and around the polar regions. We will also look at the difference in clothing and equipment used by polar explorers, using pictures and stories to help us investigate.

The Natural World / Geography

We will go for walks around school and look for signs of winter. Hopefully the weather stays cold, so we can investigate ice and snow. We will learn about animals in the polar regions and find out how they adapt to the freezing surroundings by doing several science experiments, such as 'How does blubber keep polar bears warm?'.

Communication and Language

This term we will continue to develop the children's vocabulary around the areas of provision, building on what they already know. We will encourage and model the use of how and why questions during carpet time as well as using conjunctions such as 'and' and 'because' in answers. We will listen to a range of fiction and non-fiction books about winter and the polar regions and use vocabulary learnt throughout the week. We will use 'Talk for Writing' to learn a new story (This is a method where we use a story map to learn the story by heart) and retell events using time connectives. We will continue to listen to and talk about a wide variety of stories to build familiarity and understanding and learn more rhymes, poems and songs, this term to do with winter.

RE: Being special: where do we belong? During this unit, the children will

- retell religious stories, making connections with personal experiences.
- share and record occasions when things have happened in their lives that made them feel special.
- recall simply what happens at a traditional Christian infant baptism.
- recall simply what happens when a baby is welcomed into a religion other than Christianity, such as a Sikh Naam Karam and Islamic aqiqah.



Physical Development

PE Tuesday and Friday

Gymnastics – Experiment with different levels of moving, jump off objects and land appropriately travel with confidence and skill around, under, over and through balancing and climbing equipment.

Dance - Explore moods and feelings and to develop their response to music through dance. Dragon dance

Fine Motor Skills:

Fine Motor Skills Weekly activities for fine motor skills (threading, cutting, Lego, Knex etc.) and weekly dough disco. We will practise handling tools, objects, construction and malleable materials with increasing control and continue practising effective pencil grip and correct letter formation.

Writing

We will continue to practise forming recognisable letters and continue practicing writing our names. We will practise spelling VC and CVC words daily and we will support the children to independently use Phase 2 and some phase 3 graphemes when writing. We will rehearse composing what to write orally and practise writing labels, captions and sentences linked to focus texts and areas of interest. We will also have a go at writing a simple information booklet about the polar regions and begin to write simple sentences, eg I can see, using finger spaces.

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Please continue to read with your child daily if possible to help developing their reading skills.. As your child is getting more confident with reading and is reading it with ease, this is a great opportunity to discuss the text and for the children to demonstrate understanding. Below are some questions to ask your child. Only focus on a few each time you read with your child.

Reading With Your Child

Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...