



Reception

Spring - 2016

Communication and language development

- **Listening & attention**-adding correct actions to songs, e.g. 10 little snowflakes. Using a mirror to watch the shape and movement of their mouth and tongue as they practise and say sounds correctly. Listen and recall story events. Show and tell time once a week to a class audience. Use of Kagan games working in twos and in building class bonds. Play listening games such as 'Simon says'. Adding intonation when saying cold/hot words, e.g. icy, shivery/boiling. Model good listening at all times.
- **Understanding**-use of positional language when building igloos/huts in play dough area, putting items away, etc. Follow 2 and 3 step instructions accurately.
- **Speaking**-talking about their own and story characters emotions in different situations. Role play opportunities, e.g. story characters added to small world, becoming a cold land/jungle explorer in our role play area.

Personal, social and emotional development

- **Making relationships**-Continuous use of whole school and class rules and expectations through our charter. Encouragement of working and playing in group situations, e.g. working together to help the animal escape from the ice block, creating a dragon dance, working in pairs to answer questions etc. Encourage children to use words to explain to others what is wrong rather than shouting, hitting out etc. How did the husky show he was friendly?
- **Self-confidence and self-awareness**- Looking after ourselves, each other and our classroom. Continue to use superstar wall to display clever independent learning.
- **Managing feelings and behaviour**-Continue to use our behaviour board, stickers, house points and stamps. Encourage sharing: sharing snack at snack time; circle time-taking it in turns to speak & share feelings.

Topic

Around the world
(Including Chinese New Year-
8th Feb-Year of the monkey)

Physical development

- **Moving & handling**- Develop manipulation skills through: creating collages; making igloos/huts out of play dough using associated language, e.g. squeeze, push; cutting and creating; gluing using glue spreaders; independently making sandwiches. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. dragon dance for Chinese new Year, stalking, hiding, jumping and using larger equipment, e.g. climbing frame, bikes, wooden skis.
- **Health & self care**- Continue to reinforce indoor and outdoor boundaries & what we could do when we begin to feel too hot or cold, e.g. put coat on/off. Why do we need to wear warm clothes in cold weather and less clothes in warm weather? Why do we take our coats off when we are inside? Continue to encourage good personal hygiene, e.g. washing hand after the toilet or before snack. Recap on choosing a new snack of the week giving the opportunity to try new, healthy snacks, e.g. cucumber, pepper. Looking at lunch boxes-are they healthy-if so, why? Teeth cleaning time built into timetable. Exploring how we feel when we have been exercising, e.g. we feel out of breath, our hearts beat faster.



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✓ Visit the Parkfield website to: read the latest class news, look at photo slideshows and go to the *Parents' Zone* to access resources to help you support your child learn at home!

Literacy development

- **Reading**-Reading own name and labels around the classroom. Recognise and name story characters, Talk about and sequence stories- Look at different types of text, e.g. instructions on investigation table, non-fiction & fiction, poetry. Continue to sing nursery rhymes adding visual resources, e.g. on the Smartboard. Continue to blend letter sounds together to read new words. Read tricky words, that cannot be blended, on sight and with confidence.
- **Writing**-Name-writing. Write model cards for models made. Opportunity to make own books. Handwriting activities using sand, water, foam etc. Writing lists and sentences during class and small group work. Writing lists of rhyming words. Writing simple letters to book characters.

Understanding the world

- **People & communities**- Talk about families and how they help each other. Discuss feelings and how people and friends influence these feelings. Look at how people live in other countries (hot & cold)-compare & contrast with life in Middleton.
- **The world**- Look at features of environment, e.g. role play becomes cold/hot lands. Explore cold land items-ice-solid, cold water-liquid and use language-cold, runny, solid, liquid.
- **Technology**-Continue to use class computers-icons and simple mouse control. Introduce school iPads using apps to improve fine motor skills such as writing numbers. Introduce using a stylus on the iPad when appropriate.

Mathematics

- **Numbers**-Reading and counting using numbers to 20 and beyond. Number stories using addition and subtraction symbols and vocabulary. Number songs involving addition and subtraction. Matching objects to numbers. Sharing a picnic between children when camping out in the igloo / jungle. Finding answers to simple number problems, e.g. how many more do we need? Doubling numbers-how many legs on 2 polar bears/giraffes?
- **Shape, space & measure**- Positional language as we make igloos, collages and patterns. Use of time words when talking about stories-first, next, last, after, before. Language of distance-nearby, far away, miles away.

Expressive arts and design

- **Exploring & using media & materials**-, Singing songs and adding actions. Add different materials to workbench and easel - chalk & black card, cotton wool, white fabrics, white paint, mixing palettes. Adding expression to onomatopoeic words-shivery, whee, honk, growl.
- **Being imaginative**-Develop role play to represent cold and hot lands.. Collect children's ideas on what could be included. Use different voices when being different characters. Add characters from story & poems into small world area. Acting out real life in home corner and in small world area, e.g. dolls house.

Your Ideas

What would you like to see your child learn this half term?

Please write in the box, cut it out and hand in to us.

Homework

To give your child the best possible start in reading they need to practice at home

at least 3 times a week.

Please continue to practice putting sounds together-blending. We will be recapping on all the letter sounds from the alphabet before moving on to more complex sounds such as sh, ch, th, ee, ai. We also expect your child to read longer words such as: **adding, William, carpet** as these are words that can be sounded out but, due to their length, are harder to read.

Your child also needs to know these number doubles off by heart: 1+1 2+2 3+3
4+4 5+5

Child's name: _____