



Reception

Spring 2 - 2017

Communication and language development

- **Listening & attention**-adding correct actions to songs, e.g. If you're super and you know it. Listen and recall story events. Show and tell time once a week to a class audience. Use of Kagan games working in twos and fours building class bonds. Play listening games such as 'The Grumpy Gruffalo says'. Adding intonation when saying topic words, e.g. sneaky, grumpy, KAPOW. Model good listening at all times.
- **Understanding**-use of positional language when playing with superheroes in small world area, putting items away, etc. Follow 2 and 3 step instructions accurately, Understanding the new boundaries outside.
- **Speaking**-talking about their own and story character's emotions in different situations. Role play opportunities, e.g. story characters added to small world, turning role play area into a wood or cave for the Gruffalo and then Superhero headquarters. Helping develop rules to keep us safe in the new outdoor area.

Personal, social and emotional development

- **Making relationships**-Continuous use of whole school and class rules and expectations through our charter, stamp cards and house points. Encouragement of working and playing in group situations, e.g. working together to cross the shape river to rescue their friends, creating superhero costumes, 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 would a superhero know what is wrong with you? How did the mouse escape from the Gruffalo?
- **Self-confidence and self-awareness**- Looking after ourselves, each other and our classroom. What ideas do you have to make a superhero headquarters?
- **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. Sharing resources in all the classroom areas-both inside and out. Following the new expectations and rules when using the new outdoor area.

Topic

The Gruffalo & Superheroes
(including Mother's day
26th March)

Physical development

- **Moving & handling**- Develop manipulation skills through: creating masks, natural collages, cutting and creating on the workbench, gluing using glue spreaders. Encourage body awareness when moving inside and outside. Explore different ways of moving, e.g. flying, creeping, jumping, leaping. Developing hand and finger control using hammers and pins to create pictures, manipulating playdough to make the Gruffalo.
- **Health and self-care**-Why do we need to wear warm clothes in cold weather and less clothes in warm weather? Introduce a tick sheet and stickers to encourage flushing the toilet and washing hands. Choose a new class snack of the week giving the opportunity to try new, healthy snacks, e.g. crackers with cheese spread. Introduction of 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**- Recognise, name and describe story characters, talk about and sequence stories. Look at different types of text, e.g. comic strips, stories, poetry. Continue to blend letter sounds together to read new words. Read tricky words, that cannot be blended, on sight and with confidence. Stories can be broken down into beginning, middle, end or introduction, problem and solution.
- **Writing**-Name-writing. Write model cards for models made. Opportunity to make own books. Handwriting activities using sand, water, foam etc. Writing sentences and comic strips during class and small group work. Using describing words to add interest and give reasons using 'because'.

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 real life heroes- parents, friends, police, paramedics, fire service etc
- **The world**- Look at different environments, e.g. woods, caves, cities. Explore superhero powers-ice, heat, flight, invisibility.
- **Technology**-Continue to use class computers- icons and simple mouse control. Use arrow keys on keyboard to complete super hero games, e.g. Danger Mouse on CBeebies. Start to encourage children to write simple messages to their parents using Tapestry.

Mathematics

- **Numbers**-Reading and counting using numbers to 20 and beyond. Introduce teen numbers as superheroes. Number stories using addition and subtraction symbols and vocabulary. Number songs involving addition and subtraction. Matching objects to numbers. Finding answers to simple number problems, e.g. how many more do we need? Doubling numbers-how many people are rescued if there are 4 people in each tower?
- **Shape, space & measure**- Language of height, comparing and measuring how tall or short story characters, items and children are. Naming 2D shapes and describing them using mathematical vocabulary. Positional language in creating a simple comic strip.

Expressive arts and design

- **Exploring & using media & materials**- Singing superhero songs and adding actions. Add different materials to workbench and picture instructions/ideas to help children take control over their creating. Adding expression to onomatopoeic words-wheeee, growl, panic, kapow.
- **Being imaginative**-Develop role play for the Gruffalo and then Superheroes. Collect children's ideas on what could be included. Use different voices when being different characters. Add characters from stories into small world area. Acting out real life in home corner and in small world area, e.g. dolls house. Explore what or who could live behind the little door in the skirting board.

Your Ideas

Is there anything you would like your child to practise further or learn at school?

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 blending. We will be recapping on all previous letter sounds. New sounds are ee, ai, igh, oo, ow. Your child should also be able to use their sounds to write words. They may not be spelt correctly but spelt as they sound, e.g. 'mummy' could be written as 'mumi'.

Recognise numbers to 20 in different places, e.g. doors, number plates, page numbers.

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: _____