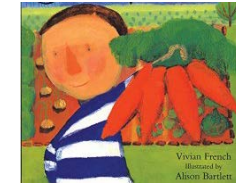


Spring 2 Reception Newsletter



Our topic this term is **'Alive Alive Oh!'**



Welcome back from the Reception team! ☺ We hope you had a brilliant break! This half term our topic is based around the theme of living things. Through this topic we will be finding out about animals found in the jungle, mini-beasts and plants in our local environments and the importance of a healthy diet. Attached are the learning intentions for Spring 2, which are organised into the seven areas of learning and development.

Key Dates:

- ❖ Every Friday you are very welcome to 'Stay & Read' from 8.50-9.20am!
- ❖ 'Welly walk with parents/ careers in the Pleasance: 'What living things can we find in our local environment?' – Friday 13th March 8.50-10am
- ❖ Please keep checking the weekly school newsletter for dates and other general school information.

Home learning:

- **Reading:** Please make a comment in the 'reading record' when you read with your child. This will be checked by class teacher on your child's reading day and the book will be changed.
- **'My Home, My School, My Journey' book:** Two activities will be stuck in to complete with your child during each term. Please remember to have this book in book bags every Monday to be looked at.
- **Sound book:** Please continue to review all sounds each week at home. This term there will be no new sounds as we are reviewing digraphs (two letters that make one sound e.g. 'th') and tri-graphs (three letters that make one sound e.g. 'igh' from Phase 3).

Personal, social and emotional	Communication and Language	Physical Development
<ul style="list-style-type: none"> To be able to play co-operatively, taking turns with others. To be able to take steps to resolve conflicts with other children, e.g. finding a compromise. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. To be able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To be able to explain own knowledge and understanding, and to begin to ask appropriate questions of others. 	<ul style="list-style-type: none"> To be able to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To be able to answer 'how' and 'why' questions about their experiences and in response to stories or events. To have a two-channelled attention – can listen and do for short span. To listen and respond to ideas expressed by others in conversation or discussion. To use language to imagine and recreate roles and experiences in play situations. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To link statements and stick to a main theme or intention. 	<ul style="list-style-type: none"> To be able to use simple tools to effect changes to materials. To handle tools, objects, construction and malleable materials safely and with increasing control. To be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To experiment with different ways of moving. To be able to travel with confidence and skill around, under, over and through balancing and climbing equipment. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Literacy	Numeracy	Understanding the World	Expressive Art and Design
<p>Objectives:</p> <ul style="list-style-type: none"> To enjoy an increasing range of books. To read some common irregular words. To begin to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To begin to read words and simple sentences. To know that information can be retrieved from books and computers. To be able to use their phonic knowledge to write words in ways which match their spoken sounds. To be able to write labels and captions. To attempt to write short sentences. 	<p>Objectives:</p> <ul style="list-style-type: none"> To use familiar objects and common shapes to create and recreate patterns and build models. To explore characteristics of everyday objects and shapes and use mathematical language to describe them. To be able to estimate how many objects they can see and check by counting them. To use the language of 'more' and 'fewer' to compare two sets of objects. To be able to order and sequence familiar events. To use everyday language related to time. To be able to solve problems, including doubling, halving and sharing. To be able to use objects to add and subtract two single-digit numbers and beginning to count on or back to find the answer. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to make observations of animals and plants and explain why some things occur, and talk about changes. To be able to look closely at similarities, differences, patterns and change. To be able to use ICT hardware to interact with age-appropriate computer software. To know that information can be retrieved from computers. To be able to select and use technology for particular purposes. To show care and concern for living things and the environment. 	<p>Objectives:</p> <ul style="list-style-type: none"> To be able to create simple representations of events, people and objects. To play cooperatively as part of a group to develop and act out a narrative. To be able to construct with a purpose in mind, using a variety of resources. To understand that different media can be combined and manipulated to create new effects. To use simple tools and techniques competently and appropriately. To be able to select tools and techniques needed to shape, assemble and join materials they are using.