



Reception

Happy New Year!

Welcome back to our second newsletter in Reception. The first term flew by with lots of new learning and memories made. This term, we will be continuing our learning journey and working really hard. We will be organising a school trip this term, so look out for information later in the term. As usual, should you wish to discuss anything at all, please do not hesitate to come and speak to us.

Yours sincerely,
The Reception Team


**Reception PE days
AFTER HALF-TERM**



Monday - Indoor




Please ensure that all jewellery is removed on this day.

Some of our School Improvement Priorities this year are:

1. Improving outcomes in non-core subjects
2. Presentation of work in all subjects

Subject	Term 1	Term 2
Theme	<p>Superheroes</p> <ul style="list-style-type: none"> *People who help us. *The emergency services. *Chinese Customs including New Year. 	<p>Let's Grow!</p> <ul style="list-style-type: none"> *Seasonal changes. *How to plant a seed/what it needs to grow. *Where does food come from? *Comparing food and climates in Africa. *Animals and their young. *The life cycle of a hen.
Class Book	<p>'Supertato' by Sue Hendra 'Juniper Jupiter' by Lizzy Stewart 'Zog and the Flying Doctors' by Julia Donaldson 'Firecrackers and Lanterns' by Jonny Zucker.</p>	<p>*'The Extraordinary Gardener' by Sam Boughton *Jaspers Beanstalk' by Nick Butterworth *Handas Surprise' by Eileen Browne *'A Seen in Need' by Sam Godwin *'How My Garden Grows' by RHS</p>
<p>Personal, Social, Emotional Development</p> 	<ul style="list-style-type: none"> *Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. To be able to Manage own basic hygiene and personal needs. *Know what democracy means and begin to build an awareness of majority votes through voting in class. Voting for 'Story of the Day. 	<ul style="list-style-type: none"> *Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. *To be able to set and work towards simple goals. *Display confidence to try new activities. *Explain the reasons for rules and know right from wrong. *Manage own behaviour.

<p>Communication & Language</p> 	<p>*Articulate their ideas and thoughts in well-formed sentences. *What do they know about doctors, nurses, police officers, firefighters? *Connect one idea or action to another using a range of connectives. What tools and equipment do people need to carry out their jobs? To be able to engage in non-fiction books. Books about The Emergency Services and Chinese New Year</p>	<p>*To be able to describe events in some detail and talk about what they observe in the natural world and growing observations. *What is happening to the local environment now it's Spring? *To be able to use talk to explain how things work and why they might happen. *What has happened to their seed?</p>
<p>Physical Development</p> 	<p>*PE - Ball skills. *Know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. *Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (Fielding, striking, tennis cricket.) *Fine motor skill development through cutting, messy play and letter formation/handwriting practise.</p>	<p>*PE - Gymnastics *Perform in small groups some floor Gymnastic moves. *Use gymnastics on apparatus to balance, climb & swing. *Link at least 2 movements together when performing a small range of skills. *Fine motor skill development through funky fingers activities, threading, tweezers. Letter formation/handwriting practise.</p>
<p>Literacy</p> 	<p>*Reading 'Juniper Jupiter' from our Read to Write writing scheme. *Using phonic knowledge to write a 'wanted poster' asking for a sidekick for Juniper Jupiter. *Writing messages to The Evil Pea from Supertato, asking where he has hidden the toys. *Writing about Chinese New Year and Chinese food tasting. *Learning Phase 3 sounds from Little Wandle. Phase 3 tricky words.</p>	<p>*Reading 'The Extraordinary Gardiner' from our Read to Write scheme. *Writing instructions on 'how to plant a seed.' *Write diary entries about what happened to Jasper's beanstalk. *Write independent sentences, retelling the story of 'Handas Surprise.' *Focus on using capital letters and full stops to punctuate a sentence. *Continue learning Phase 3 sounds and tricky words from Little Wandle.</p>
<p>Maths</p> 	<p>*White Rose Maths for Reception: Alive in 5 Growing 6, 7 and 8. *Composition of 5. *One more/one less. *Matching quantities of 6, 7 and 8. *Equal and unequal groups. *Combining two groups. *Weight, length and capacity.</p>	<p>*White Rose Maths for Reception: Building 9 and 10 Consolidation *Counting forwards and backwards to and from 10. *Number bonds to 10. *3D shapes. *Repeating patterns.</p>
	<p>*People who help us and the different jobs people do. *What equipment do people need to carry out their jobs?</p>	<p>*Understanding what happens to their local environment during spring. *Compare to the environment in Africa (Handas Surprise.)</p>

<p>Understanding the World</p> 	<p>*What jobs do people in their family have? *Learning about the Chinese New Year celebrations and Chinese customs surrounding New Year.</p>	<p>*Learning about the life cycle of a hen. *How to grow a plant from a seed. *Animals and their young. *Where food comes from. *Trip to a farm.</p>
<p>Expressive Arts & Design</p> 	<p>*Using the small world superhero toys to act out or recreate their own superhero stories. *Use emergency vehicles to act out the roles of the emergency services and people who help us. *Learning how to manipulate materials to create a Chinese lantern. *Learning new songs and a dance about Chinese New Year. *Responding to Chinese music and traditional dragon dances. *Music- Charanga</p>	<p>*Acting out the role of a Vet, Nurse and patient in the role-play area. *Practising scissor skills and combining materials to create a life cycle of a hen picture. *Learning new techniques to produce a piece of traditional African art. *Fruit printing. *Observational drawings of plants/flowers. *Music- Charanga</p>
<p>PSHE</p> 	<p>Citizenship Identities and Diversity *Who are the people in my class and how are we similar and different from each other? *What are some of the similarities and differences in the way people live their lives? *What is life like in other countries? *How do we celebrate what we believe in and how is it different for different people?</p>	<p>Citizenship Me and My World *Who are the people who look after me and my school? *Where do I live and what are the different features of my neighbourhood? *Who are the people who live and work in my neighbourhood?</p>