






Fairfield Infant School - Reception




Spring Term 2018 – Information for parents

Year group teachers:	Miss Anderson - RA Miss Donnelly - RB Mrs Simmons & Mrs Werrett - RC
Year group support staff:	RA: Mrs Hitchen RB: Mrs Aitchison RC: Miss Webster Mrs Lingley Mrs Kingham Mrs Cartwright Mrs Rowe
Dates for the diary: 	<ul style="list-style-type: none"> Class assemblies: RA – Thursday 22nd March (10:25am) RB – Wednesday 10th January RC – Thursday 18th January Open Afternoon - (Bears theme) – Wednesday 17th January 1:15-2:30pm (17.3.18) 2:30pm - Introducing 'Tapestry' our new electronic Learning Journeys (followed by refreshments in the main school hall) Stay and Play – Friday 16th March 2018 am or pm (More details to follow via Parentmail.) Easter themed tasks including 'Felixstowe Finds' stone painting. Easter themed 'Felixstowe Finds' trail at the Beach – <i>Proposed date:</i> Friday 23rd March (To be confirmed nearer the time as it will be weather permitting.)

Curriculum areas to be covered this term in:

Personal, social and emotional development (PSED) MR – Making Relationships SCSA – Self-confidence and Self-Awareness MFB – Managing feelings and behaviour	<p>The children will be learning to :</p> <ul style="list-style-type: none"> Initiates conversations and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions. Take steps to resolve conflicts with other children. (MR 40-60+ months) Can describe self in positive terms and talk about abilities. (SCSA 40–60+ months) Be confident to speak to others about own needs, wants and interests. (SCSA 40-60+ months) Beginning to be able to negotiate and solve problems without aggression. (MFB 40-60+ months) Understands that own actions affect others e.g. tries to comfort another upset child. (MFB 40-60+ months) <p>Overview: This term we will focus on managing friendships and supporting children to negotiate and solve problems independently.</p> <p>We will continue to focus on being independent and being a good friend during philosophy/story sessions, with discussions often based around a story's theme e.g. sharing. Children will respond to open ended questions discussing ideas with talk partner (prompted to use the word 'because' to explain their ideas further.)</p>
Communication and language (CL) & Literacy (L)   LA – Listening and attention U – Understanding R- Reading W – Writing Communication	<p>The children will be learning to :</p> <p>Curriculum Links/Areas of Learning - Communication and Language:</p> <ul style="list-style-type: none"> Maintain attention and concentrate during appropriate activities. (LA 40-60+ months) Begin to understand 'how' and 'why' questions. Listen and respond to ideas expressed by others. 40-60m Able to follow a story without pictures. (U 40-60+ months) Listen and respond to ideas expressed by others. (U 40-60+ months) Begin to use more complex sentences to link thoughts (using and, because). Questions why things happen and gives explanations. Uses talk to organise, sequence & clarify thinking, ideas, feelings and events. (S 30-50/40-60+ mths) Use language to imagine and recreate roles and experiences in play situations. (S 40-60+ months) Can talk about things they have observed. Comments and asks questions about the natural world. (linked to Understanding the World) <p>Talk underpins all activities in the Early Years. Children regularly discuss their ideas, observations and are learning to develop their speech into complex sentences using the word 'because'. The class toy will be used to promote speaking and listening skills. The 'Talk Homework' (Big Question – via Parent Mail) is also a good opportunity to practise these valuable skills at home.</p>

<p>and language – (CL) Listening, Understanding and Speaking & Literacy (L) – Reading and Writing</p>	<p>Curriculum Links/Areas of Learning - Literacy: The children will be learning to :</p> <ul style="list-style-type: none"> • Segment the sounds in words and blend them together. Hears initial and final sounds. Links sounds to letters and knows which letters represent some of them. (W 40-60m) • Begin to be aware of the way stories are structured and how the story might end. (Skills from 30-50m to ELG 9) • Recognise, read and then start to write familiar words including their own name and at least the first set of tricky words. (R & W 30-50 months / 40-60+ months) • Links sounds to letters, naming and sounding the letters of the alphabet/sounds within Phases 2 & 3. (R & W 40-60+ months) • Can segment the sounds in simple words and blend them together (R 40-60 months) • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (W 40-60+ months) • Uses correct letter formation (W/PD 40-60+ months) <p>Overview: Children are using the 'Pen Pals' handwriting scheme to promote correct pencil grip, improve pencil control and teach correct letter formation. We will be looking at letter families to teach correct starting positions (Refer to Phonic Pack guidance on: <i>ladder</i>, <i>caterpillar</i>, <i>one-arm robot</i> and <i>zig-zag monster</i> letter families). The topic focus for this term is 'Winter' with various weather stories including The Polar Express, Percy the Park Keeper stories and 'The Mitten' (a Ukrainian folktale.) We will learn traditional Chinese New Year stories including 'The Great Race'. Children will be writing for different purposes, including lists, speech bubbles, captions etc. Children will continue to work on 'Letters and Sounds' focusing on Phase 3 diagraphs (two letters making one sound) including ch, sh, ng, th, ai, ee, oa, etc. Please refer to the weekly learning labels for each week's phonic and reading focus. Your child's <i>Phonic Pack</i> and <i>Sound Robot Pack</i> will have phonic updates and tasks to support learning at home.</p>
<p>Mathematics (M)</p>  <p>N- Number SSM – Shape, space and measure</p>	<p>Curriculum Links/Areas of Learning: The children will be learning to :</p> <ul style="list-style-type: none"> • Read, write and order numbers 0-20, focusing on 'teen' numbers. • Continue to represent number using fingers, objects and marks on paper. • Select the numeral to match the quantity correctly. (N 40-60+ months) • Say the number that is one more/one less than a given number. (N 40-60+) • In practical activities and discussion, use the vocabulary involved in adding and subtracting. (N 40-60+ months) • Use shape in sustained construction activity by selecting a particular named shape. (SMM 40-60+ months) • Create and continue repeating patterns. (SSM 40-60+ months) • Use and understand positional/directional language. (SSM 40-60+ mths) • Begin to use mathematical names for 2D and 3D shapes. (SSM 40-60+ mths) <p>Overview: Children will focus on developing a deeper understanding of number, using practical equipment to represent numbers such as straws, counters and Numicon tiles. They will explore place value learning about 'tens' and 'ones' (previously referred to as 'units'). The children will watch the programme 'Number Time 11-20' focusing on 'teen' numbers. Children will use their 'Maths Learning Powers' with the super heroes 'Captain CC' and 'Incredible IE'. These characters encourage children to 'have a go' by applying their mathematical skills in different activities. A 'Maths' toy will also be used to promote mathematics at home and in everyday life. As the children develop their fine motor skills, there will be a focus on recording using the correct number formation.</p>
<p>Expressive Arts and Design</p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> • Construct with a purpose in mind with a variety of resources. (EMM 40-60+ months) • Manipulate materials for a planned effect. (EMM 40-60+ months) • Sing songs, make music and dance and experiment with ways of changing them. (EMM ELG 16) • Explore the different sounds of instruments. (EMM 40-60+ months) • Engage in imaginative role-play based on own first hand experiences. (BI)

<p>EAD: EMM – Exploring using media and materials BI – Being Imaginative</p>	<p>Overview: Last term, children have studied the story ‘The Polar Express’ which led us nicely into our work on Winter. We will be focusing on winter wonderlands in our indoor and outdoor shared learning areas. Children will be discussing their favourite story characters and events. They will focus on the idea of magical train journeys. Children will plan, make and evaluate a paper mitten following a study of the story ‘The Mitten’. They will follow their plan as accurately as possible, selecting the correct colours and shapes for their design. Children will learn how Chinese families traditionally decorate their homes with lanterns, lucky dragons and posters. Children will be encouraged to use the ‘creation station’ to create make models as well as developing their own design projects. Children will focus on developing their paintbrush control and colour mixing. There will be a focus on observational drawings of animals featured in this term’s stories including bears and foxes. They will learn how the illustrator Jan Brett produces her beautiful illustrations (The Mitten). There will be a range of role-play areas indoors and outdoors to support the learning focus and encourage imaginative play.</p>
<p>Understanding the world (UTW)</p>  <p>Understanding the world (UTW)</p>  <p>PC- People and Communication TW – The World T – Technology</p>	<p>The science topics being introduced will include:</p> <ul style="list-style-type: none"> • Winter weather • Ice (freezing and melting tasks/observations) • Seasonal changes – will it snow this year? Will flooding become a problem? Looking for signs of early spring in our environment. <p>The topics for this term include:</p> <ul style="list-style-type: none"> • Winter • The Arctic – links to Polar Express • People who help us • Bears around the world • The Mitten • Chinese New Year • Easter <p>The children will be learning:</p> <ul style="list-style-type: none"> • To show an interest in the lives of other people, recognising special times or events for families. (PC) • To enjoy joining in with family customs – Chinese New Year. (PC) • To make observations of animals and plants and explain why some things occur, and talk about changes. (ELG 14) • To know about similarities and differences among families, communities and traditions (ELG 13) • To comment, ask questions and talk about some of the things they have observed. (CL 40-60+ months) • To use computers and books to retrieve information. (T/R 40-60m+) • To interact with age appropriate software. (T 40-60+ months) <p>Overview: We will be studying winter and cold countries including an ice investigation. Children will learn about the signs of winter and how we care for the birds in our environment. They will make bird feeders for the school grounds. Children will learn about some of the Chinese traditions in the run up to Chinese New Year. They will have the opportunity to use Chinese script, research the animal for their birth year and explore traditional dance and music. This year is the ‘Year of the Dog’.</p>
<p>Physical Development</p> 	<p>The children will be learning to:</p> <p><i>Gross motor skills</i></p> <ul style="list-style-type: none"> • Travel with confidence and skill around, under, over and through balancing and climbing equipment. (MH 40-60+ months) • Shows increasing control over an object in pushing, throwing, catching etc (MH 40-60+ months) • Children will be developing their muscle strength, supporting the handwriting programme, with a focus on climbing. They will use the climbing apparatus in the hall as well as the outside adventure playground.

<p>PD: MH – Moving and Handling HSC – Health and Self-Care</p>	<p><i>Fine motor skills</i></p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. (MH 30-50 months) • Continues to form recognisable letters, holding pencil correctly between thumb and two fingers. (MH 40-60 months) • To use tools and equipment safely. (HS 30-50 months) • To manage their own basic hygiene needs successfully. (HS 40-60 months) • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (HS 40-60+ months) <p>Physical Development Overview:</p> <p>Children will continue to use a range of construction equipment such as lego, building blocks and cardboard boxes. Children will use a range of threading equipment. They will continue to work on own projects and collaborate with others on group projects.</p> <p>Children will explore different ways to move and apply this to the use of equipment in the new shared outdoor space (with a sectioned gym trail area), adventure playground and during PE lessons. Trains will influence play in the outdoor area (linking to The Polar Express.) Children will explore dance inspired by the 'Great Race' story from Chinese New Year and music from other cultures. Children will play ring games and use the parachute.</p>
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Additional information about ways in which you can help your child at home:

- Help them to learn how to dress and undress independently e.g. take off and put on shoes and jumpers.
- Promote good manners and tidying up after themselves.
- Encourage them to talk about what they have learnt in school that day.
- Encourage them to bring in items of interest related to their own work.
- Encourage them to celebrate and share achievements using our 'WOW' wall, e.g. certificates of achievements, riding their bike for the first time, the birth of a sibling, buttoning their coat independently etc.
- Encourage your child to read, write and practise the sounds and keywords highlighted on their keyring and on the back of their diary. Use the letter cards (in the Phonic pack) to spell simple words. Practise counting and finding totals, for example how many knives and forks are on the table? Little and often is the key and each day only needs 10 or 15 minutes. Please refer to the leaflets sent home to support reading and maths at home.
- Share a book together, take turns to read then discuss the story events and characters. Remember, reading to your child models the skills of reading e.g. altering your voice, pausing at punctuation, making predictions 'What do you think will happen?'
- Practise reading and spelling the high frequency words and the 'tricky words' on your keyring.
- Discuss number in everyday life – time, money, quantities, numbers in the environment etc.
- Play board games, memory games or 'I-spy' to develop concentration and turn taking.
- Refer to our school website for some great links to Maths and Literacy games.