

Term 2 Newsletter: Wildcats



Dear Families,

We hope you've had a nice half-term break. The children have had a fab first week back, and have been incredible learners!

In December, our focus book will be 'Blue Penguin' by Petr Horáček, a heart-warming story about friendship & including all so that no-one feels an outsider.

The Reception Class team:

Becca McDonald
Class Teacher Mon/Tues.

Sam O'Regan
Class Teacher Wed, Th, Fri

Kelly Fordham
Learning Support Assistant

Tracey Sealy
Learning Support Assistant Mon, Tues, Wed

Jan Smith
Learning Support Assistant Thurs/Fri

Enquiry Question this term: I wonder what kindness looks like?

This term we will be exploring a big question which will weave through our learning – 'I wonder what kindness looks like?' We will be exploring this through our focus book and Learn Together sessions, linking this in with other values such as co-operation, respect and responsibility.

Learn Together

- Demonstrate an understanding of values such as respect, kindness, co-operation and responsibility.
- Discuss the meanings of these values.
- Identify these values in stories, songs, poems and scenarios.
- Identify specific examples of these values within the classroom and school setting.
- Identify the benefits of reflection and wondering.
- Develop and apply critical thinking skills.
- Use and experience the language of dialogue e.g. agree / disagree, maybe / I wonder if?
- Give reasons for their opinions / perspectives.

Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 2: All children have these rights no matter what. All children should be treated equally.

Article 12: You have the right to be listened to and taken seriously.

Article 14: You have the right to practise your own religion, as long as you're not stopping people from enjoying their rights.

Communication, Language and Literacy

Each term we will have focus books to explore in our learning. Our focus book this term is Blue Penguin by Petr Horacek.

We will:

- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Writing labels and captions using the sounds we have learnt so far.
- Spelling our names

Phonics

T2W1	T2W2	T2W3	T2W4	T2W5
ff, ll, ss, j	v, w, x, y	z, zz, qu, ch words with /s/ added to the end	sh, th, ng, nk	words with /s/ added to <u>end</u> words ending s /z/ and with s /z/ added at the <u>end</u> T2W5
put, pull, full, as	and has his her	go no to into	she <u>push</u> he of	we me be

Maths

Below is an outline of the intended progression of learning – this may be altered where needed.

Circles and Triangles Week 2

1, 2, 3, 4, 5
Week 3, 4, 5

Identify and name circles and triangles

Compare circles and triangles

Shapes in the environment

Describe position

Step 1

Compare size

Step 2

Compare mass

Step 3

Compare capacity

Step 4

Explore simple patterns

Step 5

Copy and continue simple patterns

Step 6

Create simple patterns

Shapes with 4 sides

Week 6 & 7

Identify and name shapes with 4 sides

Combine shapes with 4 sides

Shapes in the environment

My day and night

Wider Curriculum

<p>In Personal, Social and Emotional Development we will provide opportunities to:</p> <ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. 	<p>In Physical Development we will provide opportunities to:</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
<p>In Understanding the World we will provide opportunities to:</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise some environments that are different to the one in which they live.. 	<p>In Expressive Arts and Design, we will provide opportunities to:</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.

Home Learning

Reading

It is our recommendation that children should be reading daily where possible. The expectation is that children read **a minimum of 4 times a week**. Please record in yellow reading records.

Maths

Please see the parent maths booklet for ideas on play-based activities to help your child with key mathematical skills.

There is also a home learning section with short videos relating to each of the small steps listed earlier in this newsletter. <https://whiterosemaths.com/homelearning>

Other important information/notes for the time ahead

Google Drive

class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:

<https://tinyurl.com/ypv3rbp7>

Reading Record Expectations

Please date and sign yellow reading record when your child reads at home. Children reading over 4 times get a golden ticket for a chance to win a book this term.

What does my child need to bring into school every day?

Please can you make sure your child has a drawstring bag in school on their peg. It should have a set of spare clothes in a plastic bag in case of any accidents. Please also ensure your child has some welly boots at school.

EYFS Christmas Play

More information will come out soon in terms of the EYFS performance, but save the date of Wednesday 13th December! This is when we will be performing to parents, in the afternoon. We will speak with children about the Christmas performance next week, and children will have the opportunity to choose between a speaking and non-speaking role.

Tapestry

We thoroughly enjoy looking through the parent contributions to your child's Tapestry. We will always try and leave a comment or a 'like' when we read these so you can share these times with your child. Please continue to contribute your child's wonderful learning moments from home into Tapestry this term – they really help us as teachers, and the children love talking about them in our review times. If you can't access Tapestry for whatever reason, please let Becca or Sam know.

Family Helpers

We would love some family helpers this year! If you, or a family member (such as grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can help with:

- listening to children read
- sticking things into books/filing
- sharpening pencils
- Playing maths games

Or perhaps you have another skill you think would be useful? If you are interested then please fill in the online form via the link below or speak to Becca or Sam. We currently don't have any volunteers so we would love some!

<https://forms.gle/YyITepPtKhF8rIHn6>

Welly Wednesdays!

'Welly Wednesdays' will be starting this term (weather dependent!) where we head down to our nature area for an afternoon of outdoor learning.

Jewellery

Please remember that due to health and safety reasons, children cannot wear jewellery in school. This includes necklaces and bracelets – the children are very active in the day, and we don't want anyone to get accidentally hurt with any tangled jewellery.