

# Term 4 Newsletter: Wildcats



Dear Families,

Welcome back to Term 4! We are excited for the change in season and learning all about how things grow!

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, ([info@somerdaleet.org.uk](mailto:info@somerdaleet.org.uk)), or at the end of the school day.

## The Reception Class team:

**Becca McDonald**

*Class Teacher*

**Kelly Fordham**

*Learning Support Assistant*

**Tracey Sealy**

*Learning Support Assistant Mon, Tues, Wed*

**Jan Smith**

*Learning Support Assistant Thurs/Fri*

**Lily PPA cover Tuesday Mornings.**

## **Enquiry Question this term: I wonder how vegetables and plants grow?**

Our focus text this Term is **Jack and the Beanstalk**. We will be exploring how vegetables grow. Linking into our Learn Together curriculum, we will explore where we can find vegetables and how they grow. We will be using our maths skills to measure and observe vegetables we plant. We will talk about how Jack may be feeling in the story and answering the question, is that fair? Children will be using their writing skills to apply to writing lists, instructions, labels, captions and more. We will observe the changes in seasons and how this helps plants/vegetables to grow.

### **Learn Together**

#### Exploring the Natural World

The pupils will be enabled to:

- Carry out an exploration of the natural world around them by engaging in research about a bird / animal / plant / tree or another form of life in their environment.
- Participate in an environmental audit of their school or local area by going on an organised walk considering the sights and sounds experienced and the names of trees, plants and flowers etc.
- Articulate the importance of caring for nature and the positive benefits of interacting with the natural world such as excitement of seeing wildlife, walking through nature, listening to bird song, exploring rock pools etc.

### Rights Respecting Schools

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

Article 29 You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 31 You have the right to play and relax by doing things like sports, music and drama

### Fairness

The pupils will be enabled to:

- Justify why something is 'fair' or 'unfair' in stories and scenarios.
- Engage in role play and other activities which explore the concepts of 'fair' and 'unfair'.
- Demonstrate an understanding of the nuances and grey areas that sometimes exist between what is 'fair' and 'unfair'.

### Special Books

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify their favourite book(s) and books that have significant meaning for them.
- Articulate the reasons for this choice.
- Identify that books can be special to people for different reasons.

## Communication, Language and Literacy

Each term we will have focus books to explore in our learning. Our focus book this term is **Jack and the Beanstalk.**

We will:

- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail
- Use new vocabulary in different contexts.
- Writing lists, captions and short sentences using the graphemes we have learnt so far.

## Phonics

Week 1

Revisiting phase 3 digraphs/trigraphs from term 3.

Week 2

Longer words and double letters in words.

Week 3

Words with two or more digraphs.

Week 4

Words ending in -ing and compound words.

Week 5

-s (z) -s (z) -es (iz)

## Maths

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

### Length, height and time

Step 1 Explore length

Step 2 Compare length

Step 3 Explore height

Step 4 Compare height

Step 5 Talk about time

Step 6 Order and sequence time

### building 9 and 10

Step 1 Find 9 and 10

Step 2 Compare numbers to 10

Step 3 Represent 9 and 10

Step 4 Conceptual subitising to 10

Step 5 1 more

Step 6 1 less

Step 7 Composition to 10

Step 8 Bonds to 10 (2 parts)

### Explore 3D shapes

Step 1 Recognise and name 3-D shapes

Step 2 Find 2-D shapes within 3-D shapes

Step 3 Use 3-D shapes for tasks

Step 4 3-D shapes in the environment

Step 5 Identify more complex patterns

Step 6 Copy and continue patterns

Step 7 Patterns in the environment

## Wider Curriculum

In Personal, Social and Emotional Development we will provide opportunities to:

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

In Physical Development we will provide opportunities to:

Further develop 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.

<p>In Understanding the World we will provide opportunities to:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>In Expressive Arts and Design, we will provide opportunities to:</p> <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Develop storylines in their pretend play</li> </ul>
---	---

**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. We will count their number of reads each week and 4+ reads will enable an entry into the Golden Ticket jar, where a child is chosen to win a prize.

Please also practise finding, reading and writing Tricky words, which have been sent home in book bags. Some children will receive new sets of tricky words to learn this term.

**Letter Join**  
 Lots of fun, interactive activities to practise handwriting and spelling.  
 Username - qr7427  
 Password - home

**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 term ahead**

<p><b>Google Drive</b></p> <p>class newsletters and other resources/information for parents. The link for this is on our class page on the website. It is:</p> <p><a href="https://tinyurl.com/ypv3rbp7">https://tinyurl.com/ypv3rbp7</a></p>	<p><b>Reading books and records.</b></p> <p>Please ensure these are in your child's bookbag <b>ever3day</b>.</p>	<p><b>What does my child need to bring into school every day?</b></p> <p>Named Water bottle, book bag, coat/hat (appropriate weather clothing)</p> <p>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</p>
---	--	---

		ensure your child has some welly boots at school.
--	--	---

#### Show and tell

Children are invited to bring something into school to talk about. They do not need to bring in something every week. Just when they have something special to share. This could be something they have made, an achievement, a souvenir etc.

Monday – Tigers

Tuesday - Penguins

Wednesday – Frogs

Thursday – Dolphins

Friday – ladybirds

#### 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 me 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

-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.

<https://forms.gle/Yy1TEpPtKhF8r1Hn6>

#### Welly Wednesdays!

'Welly Wednesdays' (weather dependent!) will be where we head down to our nature area for an afternoon of outdoor learning. Please ensure you child has a rain coat and

appropriate clothing for this. This may not be every week, however it is best they come to school prepared just in case.

#### Jewellery

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

Many thanks 😊