## **Important Events**

- Parent Reading is every Friday morning from 8:55am to 9:15am in your child's classroom. Please come along and share a story with your child! Remember to get your loyalty card stamped, as families with full cards are invited to a special assembly at the end of the term.
- 21<sup>st</sup> 25<sup>th</sup> January Work Week. Our focus will be 'Health Work'
- 25<sup>th</sup> January Enterprise Fair (after school)
- 18<sup>th</sup> 22<sup>nd</sup> February Half Term break

## Homework

Homework will be given out every **Friday**, to be returned the following Tuesday. Please support your child to complete the activities set. Parent Planners will also be given our on a Friday. Look out for any key messages and to see what we will be learning the following week.



Children receive two reading books which will be changed each week. Please remember to leave a comment in the Home School Diary.

## <u>PE</u>

Your child must have a full PE kit in school, including suitable shoes such as trainers or plimsolls. Please label all PE kit and school uniform clearly with your child's name. Encouraging your child to change independently at home will support them when changing at school.



Our PE days are:

Cherry and Elm – Wednesday

Apple – Thursday

## Reception Spring 1 Curriculum Newsletter



Dear Parents and Carers,

We hope you all had a restful break. The children have settled back into the routines of the day quickly and have been excited to share their holiday news with us.

This half term, our topic is 'Transport'. We will be reading a range of fiction and non-fiction books to explore the topic. It's been great to see the transport models that so many children made over the break.

We would like to kindly remind parents and carers to please support us by saying goodbye to your child outside the classroom door. All of the children are now confident in entering the classrooms without support in the mornings. This helps us provide a smooth transition and calm environment to start the day.

We have been counting the days we have been in school since September. Talk to your child about our number of the day in anticipation for our special 'Hundredth Day' next half term.

Kind Regards,

Ms Kirby, Ms Begum and Ms Hullock

I am beginning to solve problems and negotiate without I can use language to imagine and recreate roles and I can construct with a purpose in mind aggression. situations. using a variety of resources. I understand class rules and boundaries. I can join in re-telling and anticipate key events. I can describe the textures of things. I understand that my actions affect others. I can follow two part instructions. I can engage in imaginative role play I can show confidence in asking adults for help. I can use a range of tenses. based on my own experiences. I can adapt my behaviour to different social situations and I can ask and answer why and how questions. I can construct with a purpose in mind changes to routine. I can use talk to organise and sequence events and ideas. using a variety of resources. I can describe myself in positive terms. I can engage in imaginative role play based on my own experiences. I can make up and follow simple rhvthms. I can use a range of resources to create props to support role play. I can join in with repeated refrains. **Personal Social** I can use some clearly identifiable and Emotional letters to communicate meaning representing them in sequence. **Development** I can give meaning to marks I make. **Expressive** Communication I can hear and say initial sounds in Arts and and Language I can use objects and tools safely words. Design and with increasing control I can write names, labels and caption. I can begins to make anticlockwise I know information can be retrieved **Transport** movement and retrace vertical lines from books. I can show increasing control over an object in pushing, patting, Literacy throwing, catching or kicking it **Physical** I can use one handed tools and I can count objects to 10 and begin to count equipment **Development** beyond 10 using 1:1 recognition. I can hold a pencil between thumb I can find one more and one less than given and two fingers, no longer using a **Understanding** number to 10. whole hand grasp **Mathematics** of the World I can travel with confidence and skill I can order objects by capacity. I can find the total of items by counting two around, under, over and through balancing and climbing equipment aroups. I can separate items into groups, knowing that I can show increasing control over the total does not change. an object in pushing, patting, I can use positional language relating to throwing, catching or kicking it I can talk about why things happen and how things work. myself. I can begin to make anticlockwise I can talk about things that make me unique. movement and retrace vertical lines I can show an interest in the lives of people who are familiar to me. I can order objects by capacity. I can operate simple equipment such as turning on a CD player.

I can talk about some of the things I have observed such as plants.