



Spring 2 Newsletter – Reception 2012

Welcome back after the half term holiday! We hope that you have had a lovely break.

Topic

This term our topic is 'Farms'. As with the start of all our topics, we discuss it with the children to find out what they already know about it and what they want to find out. This will form the basis of our weekly planning so that we can try to plan from the children's interests.



We will let you know specific activities for that week in our weekly newsletter.

We will be setting up a Vet's as our role play. If your child has any farm animal or pet cuddly toys, we would appreciate borrowing them for our role play. Also, any doctor/vet type equipment that we could borrow would also be gratefully received e.g. white coats, animal carry cages, stethoscopes etc.

Literacy

We will be sharing these texts:

- ❖ Rosie's Walk
- ❖ The Little Red Hen
- ❖ Farmer Duck

Plus a range of other farm themed stories and non-fiction texts about farms.

Our work in Literacy will focus on talking about, reading and retelling the story. We will share them in a variety of interactive ways by using puppets, sounds and actions to retell them. We will be making story maps about these texts and poems and making changes to the story to make them our own.

We have finished Phase 3 of Phonics from Letter and Sounds and will be recapping on this to make sure that children are secure with using these sounds in both their reading and writing. We will continue to work through the tricky words that we need to know.

Maths

Our Maths activities will link in with our Farm topic. The main objectives that we are covering are:

- ❖ Recognising numbers up to 10 and then beyond.
- ❖ Knowing how to order numbers up to 10 and then beyond.
- ❖ Being able to count groups of objects accurately.
- ❖ Counting in twos.
- ❖ Knowing which number is one more or one less than a given number.
- ❖ Adding and subtraction number problems

- ❖ Using length, height, weight and capacity.
- ❖ Recognising shapes and knowing their properties.
- ❖ Recording some of our work using numbers, pictures or drawings.
- ❖ Using positional and directional language

How can I help my child's learning?

- ❖ Read with your child everyday.
- ❖ Practise the sounds that we have been learning which are detailed in our weekly newsletter. You can practise these by asking your child to look for them in words in books. Practise saying the sound and the name for the letter. Practise how to write them as both lower case and capital letters.
- ❖ Practise your child's tricky words so that your child can read them by sight.
- ❖ Practice recognition of numbers and writing the numbers.
- ❖ Using numbers in everyday practical contexts. Some examples could be:
 - Counting how many items of cutlery are needed at dinner.
 - Counting out the number of steps taken to go up the stairs or between rooms (both forwards and backwards).
 - Naming the shapes of everyday objects at home both 2D (square, rectangle, triangle or circle) and 3D (cube, cuboid, cylinder, cone or sphere) shapes.
 - Using measuring at home such as weighing kitchen items or parcels, comparing what is bigger or smaller, using containers at bath time and talking about which holds the most water.
- ❖ We recommend that a little but often approach is best for learning at home.

School Trip:

We will be going to Smithills Farm in Bolton on 13th March. More details will follow about this nearer the time.

Please take a look at our weekly newsletter for ongoing information about your child's learning and experience in Reception and how you can help at home. This is posted on our website and a copy emailed out to you. Not receiving it by email? Please check with our School office that your email address is held by us. Hard copies of our newsletters are available upon request.

Please do not hesitate to speak to us if you have any questions. For Parents/Carers not regularly bringing their child into School, questions and messages can be passed onto us using your child's blue Home and School diary.

The Reception Team

<http://www.beaverroad.org.uk/>