

St Thomas More Primary

Spring Term 1 2023 Information Sheet for Parents or Guardians of Reception Parents

Class Teacher Mrs Haynes

Teaching Assistants Mrs Fennell

The school gate opens at **8:40am** and the school day begins at **8.45am**. The school day ends at **3.15pm**. Please make sure your child is at school on time and that he/she is collected on time. Thank you.

Please remember to inform the school office of any change of address, home telephone number, mobile telephone number, or any other emergency contact or medical information.

We have produced this letter as a way of keeping you informed of all the wonderful things we are hoping to achieve this term

GOSPEL VIRTUES	GROWTH MINDSET	BRITISH VALUES
Eloquent and Truthful	As a school we will continue to use the Growth Mind-set approach to continue to help the children to challenge themselves and aim high with their learning.	Mutual Respect

Please Remember:

	Monday	Tuesday	Wednesday	Thursday	Friday
PE	Indoor PE in the hall.				
Homework set	Daily Reading Start with a few words per day and build it up over time. While reading please point out the phonemes that were identified with a green dot on the handout from last term.				

This term we our theme is 'A roar a scuttle and a squeak'

RE	Christmas We will initially continue our work on Christmas with an increasing knowledge of the Christmas story and the main events. People who care for us Children will know that families try to show love and care for each other. They will learn that Jesus' family included Mary and Joseph. They will be able to recall a celebration Jesus attended with Mary and identify other family celebrations. They will know that people get married.
Personal, Social and Emotional Development	Internet Safety When using technology, the children will learn the importance of asking for adult help when coming across content that makes them feel sad or worried. (Information to support this further can be found on the charity website below.) https://www.childnet.com/resources/smartie-the-penguin/ Emotional Wellbeing - Children will learn This term we will be having a big focus on how to be part of a class and resolve situations with friends we might find difficult. We will be practicing the strategies we have learnt in the Autumn term of asking for a turn and using lists and timers to make things fair for everyone.

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Communication, Language & Literacy	<p>Key texts: The Pets You Get by Adrian Reynolds The Great Pet Sale by Mick ink pen Animal Pants by Mick ink pen Rosie's Walk By Pat Hutchins Tadpole to Frog By Camilla de la Bedoyere Anno's Counting Book By Mitsumasa Anno</p> <p>The children will:</p> <ul style="list-style-type: none"> Record and retell stories in simple ways including; story maps and role play Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Answer why and how questions about a text Use new vocabulary in different contexts and engage in non-fiction books. Make simple predictions about what will happen next when reading or listening to a text Write CVC/ CCVC/CVCC words using the sounds they have been taught Use new vocabulary in different contexts and engage in non-fiction books.
Mathematics	<p>The children will</p> <ul style="list-style-type: none"> Explore compositions of numbers between 4 and 8. Represent songs that count back to zero using 5 frames. Compare sets of everyday objects. Play card games, comparing representations of numbers to 5. Who has more/less? Explore capacity with water, rice, sand etc. Use language <i>heavy, heavier than, heaviest, light, lighter than, lightest</i> to compare items. Explore balance scales with dough, loose parts and other collections. Make direct comparison between different containers. Make collections of objects and match to numerals. Explore pairs through songs and stories. Match pairs and explore making pairs with small world, counters and cubes Join 2 numicon shapes to make a new number. Tell number stories with pictorial representations to explore combining 2 groups.
Understanding the World	<p>The children will:</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Draw information from a simple map.
Expressive Art and Design	<p>Taught through our theme of 'A roar a scuttle and a squeak'</p> <p>Each day the children have access to paint, collage, drawing and model building resources. The children will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>The children will be observing different patterns on animals and creating their own pictures. They will be mixing textured materials into paint to create different fur, skin and hair.</p>
Physical Development	<p>Dance</p> <p>In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>

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Books: It is extremely important that your child reads EVERY night. This may be only a few words to start with as they are learning to read. Please initial your child's reading record each time your child reads their reading book and comment at least once a week with how your child is getting on.

It is essential for both parent and teacher to have an open and honest dialogue and as such, it is important to record both positive and developmental comments. Each child will read at least three times per week at school.

Parent comment examples:

- Read familiar words independently.
- Segmented (broke down the sounds in the word) and blended (put the sounds together to say the whole word) some words they weren't sure of.
- He/she could recognise the (oa, igh, ee etc) phoneme when reading the words.
- Showed a good understanding of the text by answering questions.
- Able to predict what happens next.
- Used their phonics to read new words.
- Discussed the story and used great expression.
- Self-corrected themselves independently.
- Read with fluency. (Did not need to sound out letters individually)
- Remembered many words by sight.
- Could recall words previously read.
- Could read the tricky words was, and.
- Struggled to blend in order to read the word as a whole but knew individual phonemes.
- Struggled with the (oa, igh, ee etc) phoneme.
- Guessed the words.
- Needed some support with
- Struggled to understand what the text/story was about.
- Was able to relate what they had read to own experiences.
- Struggled to concentrate.

GENERAL REMINDERS:

Uniform: Please ensure all belongings are labelled.

Spare Clothes: Please provide a set of spare clothes for your child. This does not need to be school uniform.

Medicines: Only prescribed medicines should be labelled and handed in to the office with details of dosage requirements. Please refer to school policy on handling and administering medicines. .

Best Wishes

Mrs Haynes