



St. Winefride's Catholic Primary School



## Information for Parents – Spring 2024

I am in Reception and my teacher is Mr. Shipton

**Parents' Evening:**

TBC

The topics I am focusing on this term are:

**Once Upon a Time - Traditional Fairy Tales**

**Past and Present - Me, You, toys, and transport**

Through R.E. I am considering:

❖ Spring Term 1 - Getting to Know Jesus - Miracles

❖ Spring Term 2 - Sorrow and Joy - Forgiveness

Phonics (Little Wandle)

I am working on:

- ❖ Recapping sounds
- ❖ Reading digraph sounds
- ❖ Writing sounds
- ❖ Writing digraph sounds
- ❖ Recapping tricky words
- ❖ Reading new tricky words
- ❖ Writing previous tricky words
- ❖ Writing new tricky words
- ❖ Blending and segmenting sounds to read cvc, ccvc, cvcc words
- ❖ Attempting to read simple sentences independently
- ❖ Attempting to write simple sentences independently

**Reception Spring 1 Phase 3 graphemes New tricky words**

Week 1 ai ee igh oa

Week 2 oo oo ar or was you they

Week 3 ur ow oi ear my by all

Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure

Week 5 longer words

**Reception Spring 2 Phase 3 graphemes No new tricky words**

Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear

Week 2 review Phase 3: er air words with double letters longer words

Week 3 words with two or more digraphs

Week 4 longer words words ending in -ing compound words

Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/

## Mathematics

### I am working on:

- ❖ Identifying numbers 0 to 20
- ❖ Ordering numbers 0 to 20
- ❖ Counting forwards and backwards from 0 to 20 and 20 to 0
- ❖ Matching quantity to number
- ❖ 2D shapes & 3D shapes
- ❖ Repeating patterns
- ❖ Length and height
- ❖ Positional language
- ❖ Weight and capacity
- ❖ Number bonds up to 5
- ❖ Number bonds to 10
- ❖ Double facts.
- ❖ Evens and odds

## Expressive Arts and Design

### I am working on:

- ❖ Make use of props and materials when role playing characters in narratives and stories.
- ❖ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- ❖ Share their creations, explaining the process they have used.

## Personal, Social and Emotional Education

### I am working on:

- ❖ Work and play cooperatively and take turns with others.
- ❖ Form positive attachments to adults and friendships with peers.
- ❖ Show sensitivity to their own and to others' needs.
- ❖ Explain the reasons for rules, know right from wrong and try to behave accordingly.

## Physical Development

### In P.E I am learning skills in:

- ❖ This term the children will also be taught by a professional Dance coach every Friday afternoon from Premier Sports.
- ❖ Negotiate space and obstacles safely, with consideration for themselves and others.
- ❖ Demonstrate strength, balance and coordination when playing.
- ❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- ❖ Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- ❖ Use a range of small tools, including scissors, paintbrushes and cutlery.

## **In Music, the children will learn: Charanga Music School**

### **Spring Term 1 - Everyone!**

#### **Musical learning focus**

Listening and responding to different styles of music  
Embedding foundations of the interrelated dimensions of music  
Learning to sing or sing along with nursery rhymes and action songs  
Improvising leading to playing classroom instruments  
Singing and learning to play instruments within a song  
Share and perform the learning that has taken place

#### **How this Unit is organised**

Listen and Respond to a different style of music each week/step  
Explore and Create - initially using voices only but building to using classroom instruments too  
Sing and play - nursery rhymes and action songs - building to singing and playing  
Share and Perform

### **Spring Term 2 - Our World**

#### **Musical learning focus**

Listening and responding to different styles of music  
Embedding foundations of the interrelated dimensions of music  
Learning to sing or sing along with nursery rhymes and action songs  
Improvising leading to playing classroom instruments  
Singing and learning to play instruments within a song  
Share and perform the learning that has taken place

#### **How this Unit is organised**

Listen and Respond to a different style of music each week/step  
Explore and Create - using voices and classroom instruments  
Sing and Play - nursery rhymes and action songs  
Share and Perform

## **Relationships and Health Education:**

The children will learn:

'Love to be me' lessons we will look at: Theme 2: Created to Love Others Ten Ten Resources - Life to the full.

### **Module 2: Created to Love Others**

EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this

calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

**Unit 1: Religious Understanding**

The two part session in Unit 1 - Religious Understanding firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.

**Unit 2: Personal Relationships**

In Unit 2 - Personal Relationships children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus - but that Jesus teaches us how to forgive ourselves and others.

**Unit 3: Keeping Safe**

In Unit 3 - Keeping Safe, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

**Here are some links to useful websites and resources which will support your child with their learning:**

<https://www.youtube.com/watch?v=TvMyssfAUx0>

Tricky Word Song

<https://www.ictgames.com/mobilePage/>

ICT Games

<https://www.topmarks.co.uk>

TopMarks

<https://www.phonicsplay.co.uk>

Phonics Play

<https://www.phonicsbloom.com>

Phonics Bloom