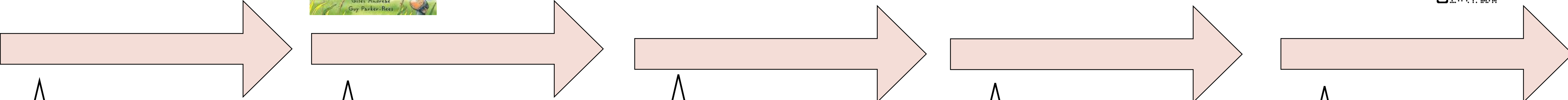
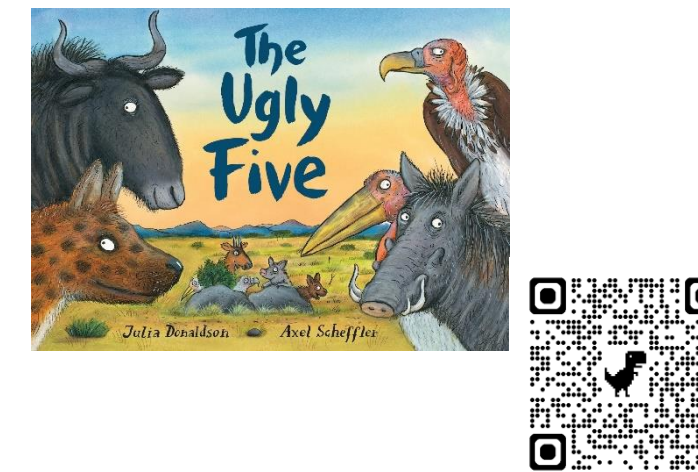
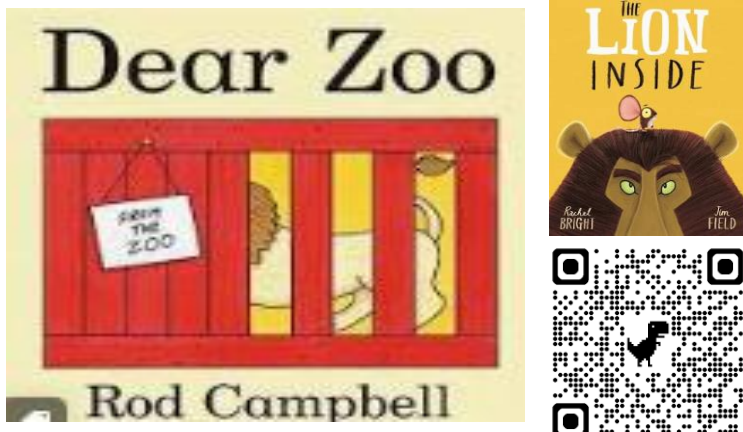


Spring 2 Reception: Amazing Animals

You can access our key books either at the library or listen to the story being read via Youtube following the QR code.

Key books this term



Key Vocabulary

- Fierce** - Displaying aggressiveness.
- Zoo Keeper** - An animal attendant employed at a zoo.
- Fragile** - Easily broken or damaged.
- Grumpy** - Bad-tempered.
- Perfect** - Absolute, complete.
- Camouflage** - Hide or disguise.
- Primate** - Diverse order of mammals.

-Key Questions?

- Why was the elephant not a good pet?
- What was the giraffe too tall for?
- Why was the lion sent back to the zoo?
- Do you think a grumpy camel would make a good pet? Why not?
- Which animal would be the hardest to look after?
- If you could choose any animal for a pet, which one would you choose and why?

Key Vocabulary:

- Entranced** - Watch, filled with wonder and delight.
- Elegant** - Graceful and nice looking.
- Clumsy** - Moving in awkward ways, bumping into things.
- Sneered** - To laugh at someone and have an unkind look on your face.
- Clearing** - An opening in the trees that allows you to see the sky.

-Key Questions?

- What was Gerald good at?
- Why did Gerald think he was bad at dancing?
- Why does Gerald feel sad that he can't dance?
- Should Gerald feel sad?
- Is being a good dancer important?
- Should the other animals make fun of Gerald for not being able to dance?

Key Vocabulary:

- Bolder** - Feeling braver, more confident.
- Leap** - A big jump from one place to another.
- Spectacles** - A pair of glasses.
- Fainted** - To lose consciousness (as if asleep) through shock, fear or stress.

-Key Questions?

- Why did the monkey wait until the animals were asleep to paint them?
- Why did the monkey leap into the tree?
- What was the monkey scared of?
- How did the monkey feel when the bear woke up?
- Do you think the monkey enjoyed painting the animals? Why?

Key Vocabulary:

- Tea** - A meal eaten in the afternoon.
- Grocer** - A person who sells food.
- Supper** - A small evening meal.
- Café** - A small restaurant.

-Key Questions?

- What did the tiger eat at afternoon tea?
- Did the tiger know he was being greedy?
- Is it okay to walk into someone's house and eat there food? Explain your answer.
- What do you think the tiger will do next (at the end of the story)?

Key Vocabulary:

- Ugly** - Not very nice to look at.
- Hideous** - Extremely ugly.
- Bald** - No hair or feathers.
- Deafening** - Really loud.
- Shadows** - A dark area or shape produced by the body on the floor when stopping the sunlight.

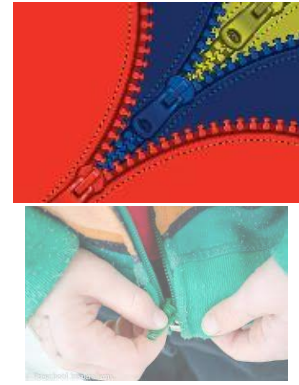
-Key Questions?

- Do you think the animals are ugly or just different?
- Why are the birds on the wildebeests back?
- What is the hyena eating?
- What does the warthog like to bath in?
- Which one of the ugly five raided the rubbish dump?
- Who was hiding in the bushes and trees?

Physical development

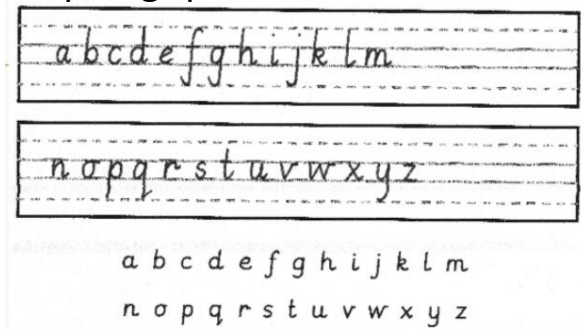
Zips

Some children can fasten their own coats, which is fantastic. If your child can not yet do this independently, please keep encouraging them to practise.



Letter Formation

We continue with our handwriting sessions in class and will be sending home sheets to practise letter formation at home. Please encourage your child to hold their pencil correctly using a tripod grip.



Scissor Skills

Scissors are an important part of continuous provision. They are a hard tool to learn how to control and use correctly, so we ensure lots of scissor skills opportunities are provided. Scissors help to develop children's fine motor skills by using muscles which are normally not used in other fine motor activities. Strengthening the hand muscles is important for many daily experiences children have including fastening zips and writing.

High-Frequency Words

We send these home weekly. Please keep practising these words. These are the words that the children have to say by sight. We will also send home games and activities you can play with your child, to help them learn the words.

Week 1 and Week 2 – come, some, were, one.

Week 3 and Week 4 – like, when, little, what, by.

Week 5 – day, away, play, children.

Writing

Children will become more independent in writing simple sentences and captions. We will continue to write for different purposes- lists, captions, posters, stories etc. The children will practise writing the tricky words matched to our reading scheme.

English

Sounds

We are following the Monster Phonics programme and will be teaching the following sounds this term:

Week 1 - oa (road, foal, raincoat)
Week 2 - er (summer, ladder, faster)
Week 3 - igh (high, light, night)
Week 4 - air (fair, pair, chair)
Week 5 - oi (soil, coin, point)

We make phonics fun and engaging by using a range of teacher led learning and hands on activities. For children learning in an active way helps them to retain information better. Here are some great active ideas for support your child with their phonics awareness <https://phonicshero.com/getting-physical-phonics/>

AT HOME: Practise your reading book, keywords and sounds as often as you can. Please bring your book bag and reading diary everyday.



eBooks

Monster Phonics have a range of eBooks that children will be reading at school. You can support your children by accessing them at home here:

<https://ebooks.monsterphonics.com/>

Parents have been sent unique log in details.

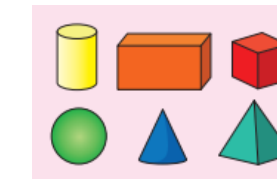
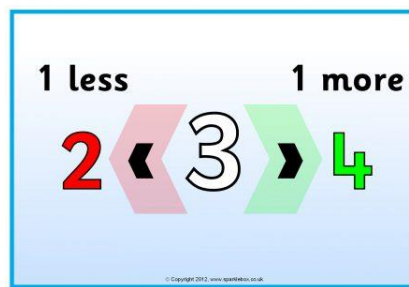
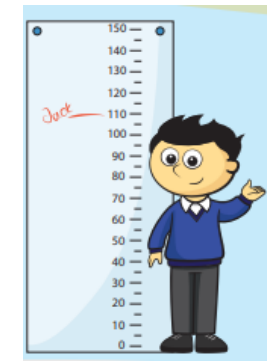


Mathematics

This half-term the children will:

- Look at composition of 6 and 7. For example, knowing 6 can be made of 5 and 1 and 3 and 3 etc. Also, that 7 can be made of 5 and 2 and 6 and 1 etc.
- Understand length, height and time through practical activities.
- Compare sets of objects by describing which set has more and which set has fewer. The children will also look at how to make two sets equal.
 - Practise counting out objects from a large set.
 - Practise 1 more and 1 less than a given number.

Learn different 3D shape names and recognise some of them in the environment.



AT HOME: The KIRF this term is to partition numbers to five into two groups. Have some biscuits (up to 5) and two plates. Ask your child to put the biscuits on the two plates. Talk about how many biscuits are on each plate and how many there are altogether. Repeat and find a different way to arrange the biscuits, talking about the new way to show the total. Repeat this for numbers 3, 4 and 5.

Expressive arts and design

Art and Design

We will be having fun creating mixed up animals on Switchzoo.com and then creating our own mixed up animals using paints, pens, crayons, pastels (children's choice). The children will also create different animal patterns using different media.



The children will also do observational drawings and paintings of Spring flowers.

Music

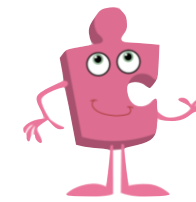
We will continue using our music scheme, Sparkyard. The children will develop their recognition of classroom percussion instruments, using them to play simple accompaniments and simple rhythm patterns. They will also begin to explore ways to change sounds and create simple patterns, e.g. playing loudly, quietly, slowly or quickly.

RE

In RE, the children will explore the question, 'Why do some Christians put a cross on their Easter gardens?' They will learn the Palm Sunday Story and the Easter story.



PSED



Jigsaw

This half-term, the theme is Healthy Me. The children will learn which foods are healthy and which are unhealthy. They will also learn the importance of exercise and sleep for our bodies.

AT HOME: Ask your child what foods do they like to eat. Then talk about whether these foods are healthy or unhealthy.

PE



Outdoor - Fundamentals

The children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. They will learn a range of team games.

Indoor - Dance

The children will develop their expressive movement through the topic of 'places'. They will explore travelling actions, shapes and balances. The children will also learn how to keep in time to music.

Understanding the world



The Natural World

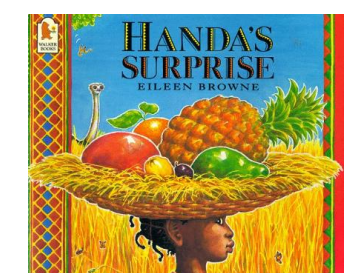
We are very excited to be taking the children to the Yorkshire Wildlife Park (Wednesday 19th March) to consolidate our learning about animals. In class, the children will have learnt about many of the animals that we will see. For example, animals that live in hot countries and animals that live in cold countries. The children will know specific facts and adaptations that animals have.

In our Welly Wednesday sessions, we will look for signs of Spring in our school grounds and on a local walk. We will also visit the local allotment to do some planting.



People and Communities

We will be using stories, such as Handa's Surprise to explore how lives of people in other countries (particularly African countries) differ from lives in the UK.



This half-term will also bring our 'Mother's Day' (special people/carers/grandparents) celebrations. This will be taking place on **Friday 28th March**. (We will be sending out more information about this in the next few weeks.)

AT HOME: Talk to your children about which animals might live in hot countries and which animals might live in cold countries.

Remember to log any home learning onto Seesaw. If you need reminders of your login details, please get in touch with your child's class teacher.

Reception Spring 2

These are the sounds and words that your child should be able to read by the end of this half-term. The e-book titles correspond to the sounds and words taught each week.

	oa	er	igh	air	oi
	come some were one	come some were one	like, by when little what	like, by when little what	day away play children
E-book titles	A load on the road	The monster dinner	A good night Owls at night	A trip to the fair	A spoil spell

Reception Maths- Spring 2

Please have a go at the following maths activities and upload any work you do to Seesaw.



Key Instant Recall Facts

Reception | Spring 2



I can partition numbers to 5 into two groups.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly. The aim is for them to know several pairs of numbers that make the numbers 1 to 5.

$0 + 1 = 1$ $1 + 0 = 1$ $0 + 2 = 2$ $1 + 1 = 2$ $2 + 0 = 2$ $0 + 3 = 3$ $1 + 2 = 3$ $2 + 1 = 3$ $3 + 0 = 3$	$0 + 4 = 4$ $1 + 3 = 4$ $2 + 2 = 4$ $3 + 1 = 4$ $4 + 0 = 4$ $0 + 5 = 5$ $1 + 4 = 5$ $2 + 3 = 5$ $3 + 2 = 5$ $4 + 1 = 5$ $5 + 0 = 5$	 	Key vocabulary add plus equals altogether equals part whole
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Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once. Maybe focus on 1 number a day. How many ways can you make this number. Use practical resources – Your child has one potato on their plate and you give them three more. Can they predict how many they will have now?

Make a poster – We use numicon at school. You can find pictures of the numicon shapes here:

<http://bit.ly/NumiconPictures> – your child could make a poster showing the different ways of making 5.

<https://www.topmarks.co.uk/learning-to-count/ladybird-spots> - put dots on the ladybird

<https://www.topmarks.co.uk/Interactive.aspx?cat=1> -

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/> - using a 5 frame