



West Hill Primary School
 (a partner in the SMILE Learning Trust)
 Beech Park, West Hill, Ottery St Mary, Devon EX11 1UQ
01404 812599
admin@west-hill-primary.devon.sch.uk
Headteacher: Cheryl Boulton



18.1.19

RECEPTION CLASS SPRING TERM CURRICULUM LETTER

Dear Parents,

Welcome back! We are really looking forward to the term ahead and have some super learning opportunities planned.

Our topics this term include 'Snow and Ice' (Winter, animals and Polar regions, penguins and polar bears) and 'Reach for the Stars!' (Space, forces and motion).

	Purpose	Ways to help at home:
Personal, social and emotional development	<ul style="list-style-type: none"> ▪ We will encourage the children to talk about the things that are going on around them and to understand that they can make a difference. ▪ They will begin to learn to recognise what is fair and unfair, how to make choices between right and wrong, how their behaviour affects those around them and why it is important to have rules and boundaries. ▪ There is a continuing emphasis on building self-confidence and self-awareness, establishing effective relationships with other children and adults, sharing and taking turns and learning to be sensitive to the needs and feelings of others. ▪ We will discuss things that we are good at and what we would like to improve, thinking about setting goals. ▪ We will consider things that are special to us and continue to recognise and name different feelings, such as feeling proud of our achievements. ▪ We will also learn about keeping safe. 	<ul style="list-style-type: none"> ▪ <i>Talk about fair and unfair situations, your child's feelings about fairness and how we can make things fair.</i> ▪ <i>Discuss keeping safe at home and when you are out and about.</i> ▪ <i>Discuss how to make up when you fall out with friends.</i> ▪ <i>How to solve arguments when you and your friends don't agree.</i> ▪ <i>What you can do to calm down when you feel angry.</i>
Communication, language and literacy	<ul style="list-style-type: none"> ▪ We will continue to learn to listen attentively, follow instructions involving several ideas or actions and take turns in conversations and discussions. ▪ We will read and compare a variety of traditional stories, poems and rhymes, using them as a starting point for writing, role play and art work, with links to our topic work. ▪ We will practise retelling stories in the correct sequence, drawing on language patterns used in the stories. ▪ Reading and writing skills will continue to develop through the learning of letter sounds and blends, building and segmenting words, as well as whole word recognition. ▪ We will write simple sentences, thinking about spaces between words and correct use of capital letters and full stops, continue to practise hand-writing skills, developing the children's ability to use writing tools effectively and to form letters correctly. 	<ul style="list-style-type: none"> ▪ <i>When reading stories, or listening to your child read, check understanding by focussing on predictions or explanations (e.g. 'Why do you think that happened?' 'What happened at the beginning/next/at the end of the story?' 'What do you think might happen next?').</i> ▪ <i>Encourage writing in real life or play situations, such as helping to write a shopping list or clues for a treasure hunt, or writing notes or messages.</i> ▪ <i>Ensure children are forming any letters they write correctly.</i>



SCHOOL MEMBER

<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> ▪ Mathematical activities continue to focus on counting and recognising numbers and counting objects reliably and accurately. ▪ We will learn to recognise and write numerals to at least 20 and order them correctly, and begin to understand and use simple addition and subtraction. ▪ Other activities will include describing solid and flat shapes using mathematical terms, recognising and creating simple patterns, investigating and comparing measurements and developing the vocabulary to describe position, direction and movement. ▪ Most of the learning takes place through games and practical activities with an emphasis on problem solving. 	<ul style="list-style-type: none"> ▪ <i>Play games with dice or spinners – especially games which involve adding two dice together.</i> ▪ <i>Collect objects when shopping or out on a walk, 'how many more do we need?' 'If you collect (two) more, how many will you have?' 'How many would each person have if we shared these out fairly?'</i> ▪ <i>Compare size and weight of objects in terms of longer/shorter, heavier/lighter.</i> ▪ <i>Experiment with capacity: 'how many cups can you fill with this jug of water?'</i> ▪ <i>Look out for the 'Perhaps you could...' in our weekly 'This week we have...' note.</i>
<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> ▪ We will start the term by thinking about the season of winter in our topic on 'Snow and Ice'. We will learn about winter weather and keeping safe when it is icy. Then we will learn about how animals survive in winter and which animals live in the coldest parts of the world. We are also going to find out all about polar bears and penguins. ▪ Later in the term we will begin our topic called 'Reach for the Stars!' We will learn about planets, the moon and stars, rockets and investigate forces by looking at the effects of 'pushing and pulling'. We might even meet some super heroes and an alien or two! ▪ We will continue to use technology to support our learning in the form of computers, cameras and programmable toys. 	<ul style="list-style-type: none"> ▪ <i>Discuss changes e.g. water freezing and melting,</i> ▪ <i>Notice changes outside on frosty days – cobwebs, icicles, frozen puddles, misty breath, bare trees, animals in winter</i> ▪ <i>Feed the birds – which ones come to your garden?</i> ▪ <i>Look at books about winter, polar animals and polar explorers.</i> ▪ <i>Take photos of winter weather and post on Tapestry</i> ▪ <i>Look at the stars and the moon. Can you name any of the constellations?</i> ▪ <i>Visit the library to find books on space and the planets.</i> ▪ <i>Learn a fact about a planet.</i> ▪ <i>Talk to grandparents about their memories of the first man on the moon.</i>
<p style="text-align: center;">Expressive arts and design</p>	<ul style="list-style-type: none"> ▪ Our Art and Design Technology will be linked to all areas of the curriculum to include printing, painting and modelling, as well as collage and weaving linked to our topics on 'Snow and Ice' and 'Reach for the Stars'. We will experiment with a variety of tools and techniques to develop both artistic and motor skills. ▪ Music will continue to play an important part in the curriculum and we will regularly sing together. We will also explore musical elements, listening and responding to descriptive music and begin to develop our own compositions. 	<ul style="list-style-type: none"> ▪ <i>Explore different media – eg paint, dough, collage.</i> ▪ <i>Practise colouring skills – controlling pencils and pens and selecting appropriate colours</i> ▪ <i>Try drawing people, animals and everyday objects</i> ▪ <i>Discuss and express an opinion about a variety of music, pictures, stories etc. 'Which is your favourite and why?'</i>

Physical development	<ul style="list-style-type: none"> ▪ In P.E we will focus on gymnastic activities and dance, developing body awareness and travelling skills and exploring movement concepts such as shape, speed and direction. ▪ The children will develop a safe use of space, listening, co-operating and responding skills, as well as acquiring skills such as throwing, catching, bouncing and rolling. ▪ We will continue to develop manipulative skills, handling tools, equipment and materials effectively and safely. ▪ Interaction between the children during these structured play sessions helps to develop important social and verbal skills. 	<ul style="list-style-type: none"> ▪ <i>Help with cutting out pictures in catalogues or magazines.</i> ▪ <i>Play throwing and catching games and encourage balancing and climbing safely on play equipment at the park or in the garden, as well as on bikes and scooters.</i> ▪ <i>Discuss safety issues relating to physical activities and when using scissors etc. at home.</i> ▪ <i>Practise using a knife and fork to cut up food</i> ▪ <i>Encourage children to dress and undress themselves, including zips and buckles</i>
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Yoga and Mindfulness – We are delighted to be able to continue with our weekly Yoga/Mindfulness sessions for the children, taught by Kara Green.

Story Time Tuesday

It has been lovely to welcome you all to our Story Time sessions – thank you to you all. We know the children really enjoy sharing books with you and showing you their learning.

Tapestry

Thank you for all your lovely comments and posts on Tapestry. They provide us with such useful information about your child; we would be very grateful if you could continue to inform us of any achievements at home as they help to build up a full picture.

We will continue to inform you about some of the activities that have taken place at school by means of our '**This week we have...**' notes that are in the Home-School Diary each Friday.

We do hope that you find this letter helpful. Please do not hesitate to contact us if you have any questions or queries.

Best wishes,

Emma Powley and Louise Stevens