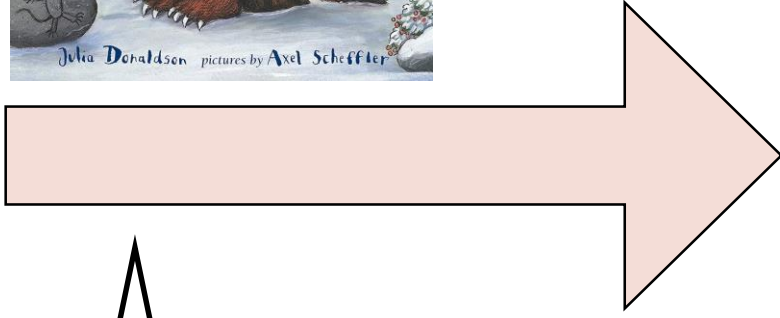
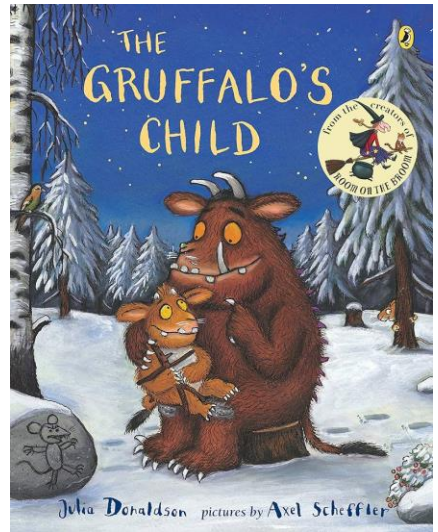


# Spring 1: Winter

## Key books this term:

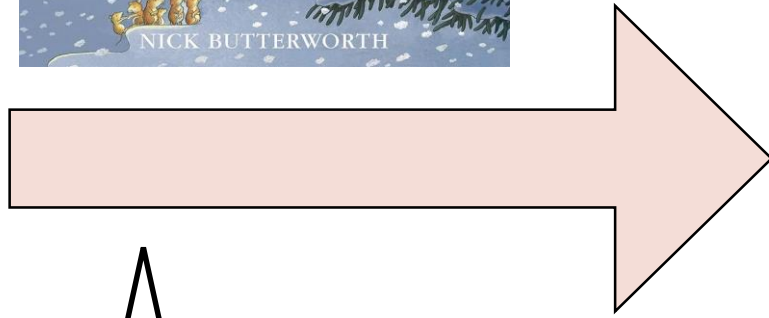
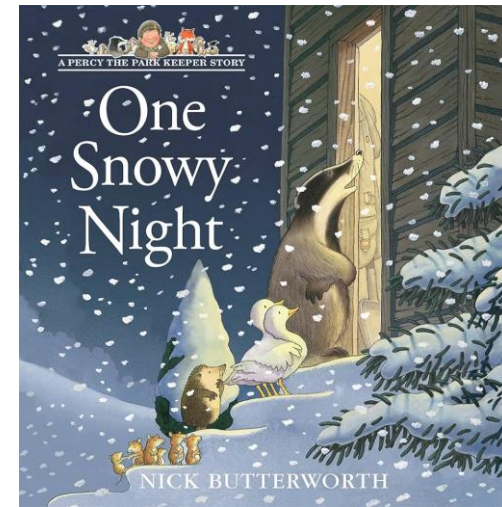


### Key Vocabulary

- **Creature**- An animal different from a human being.
- **Whiskers**- An animal has them coming out of their face.
- **Gleamed**- Shine brightly.
- **Midnight**- Twelve 'o' clock at night
- **Unclenched**- Release, let go.
- **Shadow**- A dark area or shape produced by something coming in between a light and a surface

### -Key Questions?

- What did the Gruffalo tell the Gruffalo's Child no Gruffalo should do?
- What did the Gruffalo say would happen if the Gruffalo's Child disobeyed the rule?
- What very 'hot' thing did the Gruffalo say the Big Bad Mouse's eyes looked like?
- Why did the Gruffalo's Child go into the woods one snowy night?
- Whose slithery tail did the Gruffalo's Child see worry poking out of the log pile house?

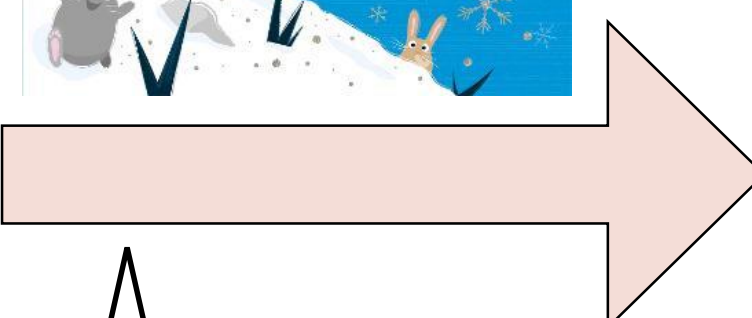
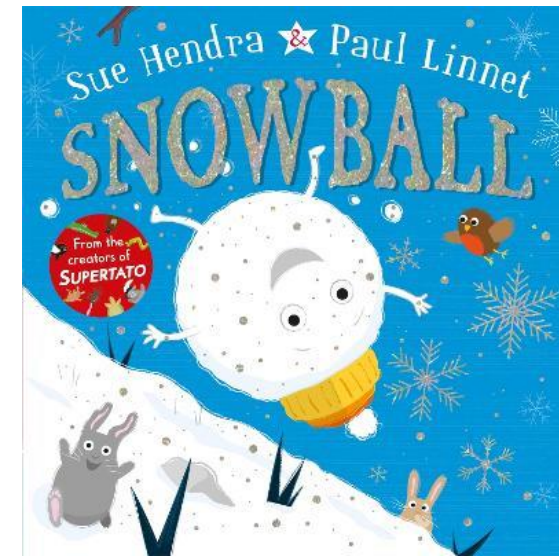


### Key Vocabulary

- **Winter**- A season which is very cold.
- **Park**-A large space where you can play.
- **Miserable**- Really sad or unhappy
- **Snuggled**--Get into a warm position.
- **Shivering**- shaking, because you are cold.

### -Key Questions?

- What do you like to do in a park?
- What do you think of when you think of winter?
- Why did the animals knock on the door?
- Why do you think Percy let the animals into his bed?
- What did Percy do to keep warm?
- What were the rabbits doing when Percy opened the door? Why did Percy ask the rabbits to face the other way?
- Why do you think he asked fox to 'promise to behave?' Why didn't he say this to squirrel and rabbits?

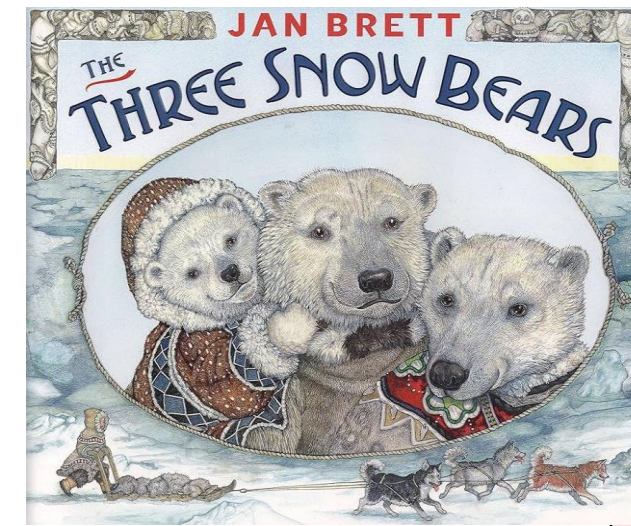


### Key Vocabulary

- **Gazed**- Looked for a long time.
- **Mission**- an important job to do.
- **Suspicion**- a feeling or a thought that you think is true.
- **Disaster**- A accident causing damage.
- **Commotion**- noisy, loud, busy

### -Key Questions?

- How do you think Snowball feels when he's standing on top of the hill?
- Snowball thought that the town below looked like an exciting place. Excited is a feeling word that describes how we feel inside. When we feel excited we feel very happy about something. Can anyone think of a time that you felt excited?
- How does it feel when you don't have anyone to play with?
- His face changes when he gets closer to the sheep, why do you think that is?

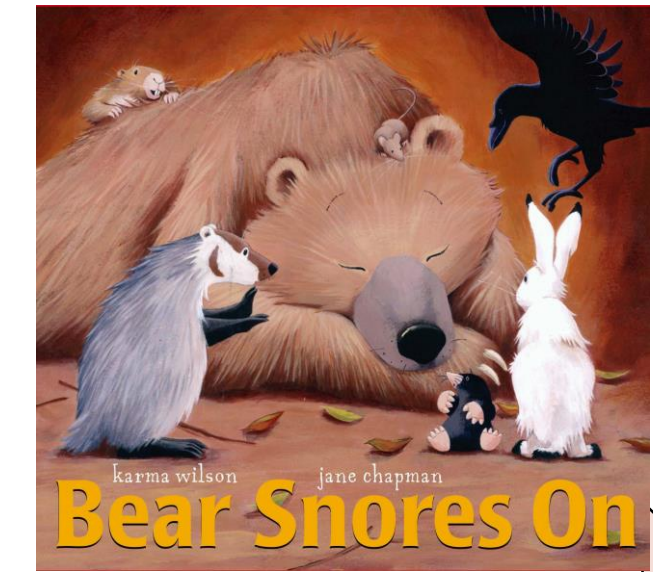


### Key Vocabulary

- **Floating**- At the top of water rather than at the bottom.
- **Igloo**- A dome shelter/house made of snow and ice.
- **Delicious**- Really tasty to eat.
- **Stroll**- Walking slowly.
- **Mound**- A large pile.
- **Disappeared**- Vanished, gone.

### -Key Questions?

- What does this book remind you of?
- What are the similarities?
- What are the differences?
- Where is the book set?
- Would you live in an igloo?
- What are the bears doing while Aloo-ki is in their house?
- Are the bears angry? At the end of the story do they chase Aloo-ki or do something else?



### Key Vocabulary

- **Lair**- A place where a wild animal lives and sleeps
- **Coals**- Fuel that burns to make a fire.
- **Slurps**- A noise made when drinking or eating
- **Share**- something divides up fairly so each person gets some.
- **Mutters**- Speaking really quietly.
- **Blustery**- strong winds.

### -Key Questions?

- Why is the bear sleeping?
- What is the weather like outside the bears lair?
- Why are the animals coming to the bears lair?
- Are they scared of the bear?
- Why have they brought food?
- What made the bear wake up?
- How did the bear feel when he woke up?
- How did the other animals react?
- When the sun started to shine what did the other animals do? How did bear look?



## Physical development

### Coats and zips and gloves

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. As the weather becomes cooler and gloves are brought to school, please allow your children time to practise putting these on at home



### Gross motor

This half term we are doing gymnastics in indoor PE. The children will be using their bodies to make shapes and explore their bodies in spaces. Gymnastics provides an opportunity for children to push their own gross motor skills on an individual level while having fun exploring what their bodies can do!



### 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 zipz and writing.



## Mathematics

We follow the *White Rose* scheme for maths, incorporating numicon and number blocks to support our maths.

**Introducing Zero-** children are introduced to the concept of zero. They will already have some practical understanding of 'nothing there', 'none' or 'all gone'.

**Find 0-5-** We will be exploring numbers 0-5 through games, songs and rhymes and children will learn that zero is a part of these.

**Subitise 0-5-** Subitising refers to instantly recognising the number of objects in a group without needing to count them. To embed this we will use lots of visual resources showing numbers from 0-5 such as dice and dominoes.

**Represent 0-5-** Children will be building on existing knowledge of numbers 0-5. We will ask children to show us a particular number using their fingers and objects on a five frame.

**1 more and 1 less-** We will support children to recognise zero can be a starting point for counting and that one more than zero is one and so on up to five. This helps to embed the concept that numbers do not change order. The same rules apply for one less.

**Composition-** Composition is all about the smaller numbers that are added together to make 5. An easy way to encourage children to do this is for them to use their fingers. Ask them to show you 5 in a different way so for example 3 and 2 instead of 5 fingers on one hand.

**Conceptual subitising to 5-** This is the ability to see sets of numbers within other sets, such as seeing the two and three in the number five, without having to count. Children are taught to recognise a whole quantity by recognising and combining these smaller quantities.

**AT HOME:** Use your fingers! Ask children to show you a number 0-5. Then ask if they can show you in a different way. For example 2 and 2 or 1 and 3.

## Understanding the world



### The Natural World

This half-term we will be looking at signs of Winter in our school grounds and on a local walk. We will also discuss how animals keep warm in the winter.

In our Welly Wednesday sessions, we will use natural resources to build sculptures and dens and make bird feeders too.



We will talk about how humans keep warm in the winter.

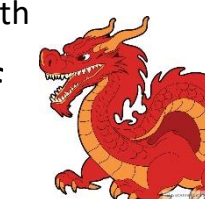


We will talk about different cold environments in the world, such as the North Pole and the South Pole. We will talk about what animals live there.



### People and Communities

At the end of the half-term, the children will learn about Chinese New Year. This is being celebrated on Saturday 10<sup>th</sup> February this year. It is The Year of the Dragon.



**AT HOME:** Talk to your child about what celebrations you celebrate. Is it similar or different to the festival 'Chinese New Year'? Find out what year you were born in. What animal are you?

## Phonics/ English



### Oral blending

We are continuing with our reading and writing skills this half term.

Children will practise blending using trickier sounds. For example, you hear 't-r-ee' and you merge these sounds together to make the single word 'tree'. It is a key skill of early reading and is starting to support their developing writing skills too.

### Sounds

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

Week1- oo - as in book, look

Week 2- ow – as in brown, owl

Week 3- ee – as in green, tree, feel

Week 4- ur – as in burn, hurt, turn

Week 5- ai – as in mail, fail, pain

### 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.



**AT HOME:** Encourage your child to read words or spot newly learnt sounds in words that are displayed in your local area. This could be at the shops, out and about or even in the car.

### Get active with phonics

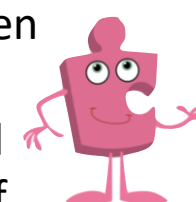
We make phonics fun and engaging by using a range of teacher led learning and hands on activities. For children learning in an active way helps them to retain information better. Here are some great active ideas for support your child with their phonics awareness

<https://phonicshero.com/getting-physical-phonics/>

## PSED

### Jigsaw

This half-term the theme is Dreams and Goals. The children will talk about what their dreams and goals are. We will also talk about not giving up if we face any challenges.



**AT HOME:** Talk to your child about what are their dreams and goals for their future. For example, What is their dream job?

## PE

**Outdoor -** The children will develop their understanding of playing a range of team games.



**Indoor -** The children will explore creating shapes, balances, and jumps and begin to develop rocking and rolling.

## Expressive Arts and Design

### Role play

The children will be able to perform and role play in a range of different spaces. Including; our home corner.

### Art and Design

The children will explore the artist, Renoir Kandinsky. They will continue developing their drawing and powder painting skills. They will learn how to make different shades of colours.



### Design and Technology

This half-term, the children will be doing food technology. They will make a Gruffalo's crumble and a winter soup. The children will use their fine motor skills to create these yummy dishes.



### Music

Using our new scheme Sparkyard we are continuing to investigate different percussion instruments to create different tempos, pitches and tones.

### Religious Education (RE)

In RE, the children will explore the question, 'Why is the word 'God' so important to Christians?'



**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 1

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.

	Week 1	Week 2	Week 3	Week 4	Week 5
	ow	ee	ur	ai	or
	look now down	see going just have	see going just have	it's do so	it's do so
					<b>ASSESSMENT 3</b>
<b>E-book Titles</b>	Yowl down town	I can see you	The cat that got hurt	Can you see the rain?	A kitten was born