



Reception

Spring Term 2019

Happy New Year! Welcome back to another exciting and busy term in the Early Years.

This leaflet will provide some information to support your child's learning this term. A list of 'I can' statements for Literacy and Mathematical development have been provided for your information. We use these statements to assess the next steps in learning and development for your child. If you have any 'I can' moments, related to the statements, then please add them to your child's diary or put them on one of our 'proud clouds' as your contributions are greatly valued. Some more 'proud clouds' will be sent home at the start of the new term but please ask a member of staff if require any additional clouds throughout the term.

There will be an opportunity for you to come into school later on in the term to talk to me about your child's progress. It is a busy term with a number of planned events, including our Easter service in church at the end of term.

Mrs Devenport

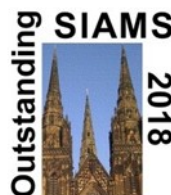


Any Questions ?

I am always available at the start or end of the school day. However, an appointment can be made if you would prefer a more discreet conversation.

Medical Issues

Please inform a member of staff if your child's medical status should change. For example the need for an inhaler or an allergy develops. It would also be helpful if you could advise our staff if any medication has been given before the start of the school day.



Mathematical Development



Mathematics

During the spring term the following objectives will be covered:



Numbers

I can recognise numerals 1 to 5.

I can count up to three or four objects by saying one number name for each item.

I can count objects to 10, and beginning to count beyond 10.

I can count out up to six objects from a larger group.

I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.

I can count an irregular arrangement of up to ten objects.

I can estimate how many objects they can see and check by counting them.

I can use the language of 'more' and 'fewer' to compare two sets of objects.

I can say the number that is one more than a given number.

I can find one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, I am beginning to use the vocabulary involved in adding and subtracting.

I can record, using marks that they can interpret and explain.

I can find the total number of items in two groups by counting all of them.

I can count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

I can solve problems, including doubling, halving and sharing.

Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer.

Shape, Space and Measures

I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

I can select a particular named shape.

I can use familiar objects and common shapes to create and recreate patterns and build models.

I can describe their relative position such as 'behind' or 'next to'.

I can use familiar objects and common shapes to create and recreate patterns and build models.

I can order two or three items by length or height.

I can order two items by weight or capacity.

I can recognise, create and describe patterns.

I can explore characteristics of everyday objects and shapes and use mathematical language to describe them.



Literacy-Reading

I can hear and says the initial sound in words.

I can segment the sounds in simple words and blend them to together and know which letters represent some of them.

I can link sounds to letters, naming and sounding the letters of the alphabet.

I can begin to read words and simple sentences.

I can use vocabulary and forms of speech that are increasingly influenced by books.

I enjoy an increasing range of books.

I know that information can be retrieved from books and computers.

I can read and understand simple sentences.

I can use phonic knowledge to decode regular words and read them aloud accurately.

I can read some common irregular words.

I can demonstrate understanding when talking with others about what they have read.

“Children must be taught how to think, not what to think”

Margaret Mead



Literacy-Writing

I can give meaning to marks that I make as I draw, write and paint.

I can begin to break the flow of speech into words.

I can continue a rhyming string.

I can hear and says the initial sound in words.

I can segment the sounds in simple words and blend them together.

I can link sounds to letters, naming and sounding the letters of the alphabet.

I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

I can write my own

name and other

things such as labels, captions.

I can attempt to write short sentences in meaningful contexts.

I can use my phonic knowledge to write words in ways which match their spoken sounds.

I can write some irregular common words.

I can write simple sentences which can be read by themselves and others.

I can write words that are spelt correctly and others are phonetically plausible.





During the spring term the following learning questions will be covered:



Learning Questions

Spring A

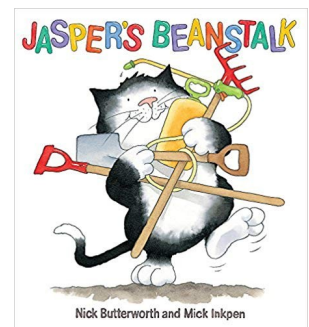
Is it always cold in winter?

To explore this question we will be looking at our world and the animals that live in hot and cold countries. We will be visited by Percy the Penguin who needs our help. We will discover that information from the internet and non fiction texts can help us learn about the world. Then we will investigate snow and ice, and waterproof materials which will encourage early scientific knowledge and concepts.

Spring B

What happened to Jack's beans?

To explore this learning question the children will plant their own magic beans and discover what is needed to care for living things. We will look at the classic story of Jack and the Beanstalk and then compare it to the story of Jasper's Beanstalk.



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