



# Reception Lent 2 Newsletter

Welcome to our Lent term in Reception. This half term we will be looking at different Fairy Tales, what they are and how they differ from other stories. We will also be looking at different kinds of animals, where they live, what they eat and how we look after them.

## English

This half term as writers, we will be focusing on: Narrative and oral retelling. The children will be looking at different Fairy Tales and will show an understanding of what has been read by using their own words to retell a story. We will talk about Fairy Tales that the children already know and why they are called Fairy Tales. These stories are about magical objects, Kings, and Queens, castles, cottages with happy endings for the good.



Using the above books, the children will be continuing to write sentences using their phonetic knowledge. This will often present itself with words that are spelt incorrectly, however they are phonetically plausible, meaning that the children are using the letter sounds they have learnt in their phonic lessons to blend together to form words. Together with understanding the use of capital letters, finger spaces and full stops we will be concentrating on forming our letters correctly and keeping our letters sat firmly on the line.

**ELG:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

## Maths

In Maths, this half term, we will be continuing to access Power Maths. As Mathematicians, we will be focusing on:

- Consolidating key skills, subitising, composition, counting, sorting, and matching, comparing and ordering, doubling and having.
- Building 9 and 10 and counting beyond 10 then beyond 20. Encourage the children to build and identify numbers to 20 using a range of resources. Ten frames, towers of cubes, number shapes and bead strings will help to support children to visualise that larger numbers are composed of full tens and part of the next ten.
- Spatial reasoning. Provide opportunities for children to match arrangements of shapes using positional language to explain where shapes are in relation to one another.
- 2D/3D shape recognition and naming.

**ELG:** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## P.E

P.E is currently on a Tuesday morning. Please remember that on this day your child is to come to school wearing their P.E kit and school hoodie.

## Topic

Our topic this term will focus on animals, those we are able to keep as pets and those which we often see on a farm, in a zoo, in a jungle, in the ocean and of course in our own native wildlife. We will also be looking at information books such as:



We will discuss the different types of animals that there are and the environments that they live in, how do they differ and how are they similar? What do they eat, are they carnivores, herbivores or omnivores? What does this mean? What makes a good pet and why are some animals not good as pets? How do we look after our pets so that they come to no harm, what are the most important things they require?

**ELG:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

## R.E

Our initial topic this term is all about "Good News". The children will be asked what they understand good news to be and what examples can they think of.

We will then explore the coming of the Holy Spirit to the disciples during Pentecost, giving them the courage to spread the Good News of God.

Pentecost is often named 'the birthday of the Church'. The feast celebrates the coming of the Holy Spirit, who breathed new life into the fearful, timid disciples. It is the Spirit who leads and guides believers into communion with God and fills them with courage and energy for the Christian life.

It is difficult at this age for children to understand the abstract concept of the Holy Spirit. We use images such as air, wind and fire to help us explain the power of the Holy Spirit. The effects of these elements are what we want the children to explore and thereby deepen their

## Phonics

During our Lent term the children began learning the set 2 digraphs (two letters making one sound) and trigraphs (three letters making one sound):

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at a book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

This term we will continue to review the set 2 sounds and start to include some oral and written blending to give the children the opportunity to use their phonic knowledge.

**ELG:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

## How can you help?

- There are Maths and English activities available weekly on seesaw. These are open ended activities for your child to access when required. If you have any trouble accessing these programs or would prefer a paper copy, please come and see me and I can arrange this for you.
- Reading is a vital part of a child's education. In school your child is bench marked and given a book accordingly. Your child will read in school every day, please continue to support their reading ability by listening to them read each night.

**Thank you for your continued support.**

**Mrs Parkinson and Mrs Cheers**