

Independence

As we look towards the end of Foundation Stage we encourage all parents to let their child be independent especially in mornings. The children are more than able to sort themselves out, put their coats on pegs and figure out how to hold different belongings. We do not do this for them during the school day so let them show you what they can do! Send your child through the door holding their things.

School Trip

We are looking forward to our trip to Woburn Safari Park where we will be learning about African animals and their habitat and discovering how other animals are cared for. We hope to have enough donations to enable it to go ahead!

Naming Clothing

Please could you ensure **ALL** of your child's clothes are clearly named. We continue to have issues with cardigans, fleeces etc. that have no name in them, our lost property box is overflowing!

Outdoor footwear

This term we hope to take some learning outside. Please bring in a pair of shoes suitable to wear outside in all weathers so we don't bring mud inside. We ask these to be named and in a bag to hang on the peg.

Parent Support:

Reading / Phonics

Please continue to listen to your child read at least three times a week and record a smiley face on the tracking grid, also don't forget the red words and sound cards!

Story Times

We are open for you to come and share a story with your child on a **Monday afternoon 2.45-3.10pm.**

Kinetic Letters

Every **Thursday morning 8.50-9am** you are welcome to support your child's handwriting.

Standens Barn Primary School



Reception Newsletter

Term 5 2023

Mrs Wadsworth,
Miss Hives & Miss Larkins

Welcome back, we hope everyone had an enjoyable Easter break.

This term our topic will be **Wildlife Hunters.**

We will be exploring the school grounds to find out where the bugs can be found and learning about their different features.



Literacy



Reading:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Writing:

To know how to write factual sentences about bugs to contribute to a non-fiction book written by the class.

To know how to write fact files about wild animals from contrasting environments (this country and Kenya, making links to the story Handa's Surprise).

Personal, Social and Emotional Development



Being my Best

To know how to feel resilient and confident in their learning.

To know, name and be able to discuss different types of feelings and emotions.

To know, learn and be able to use strategies or skills in approaching challenges.

To know and to understand that they can make healthy choices.

To know, name and recognise how healthy choices can keep us well.

Physical Development

Begin to show accuracy and care when drawing observational bug art work.

To know how to handle living creatures gently and with care.



Wildlife Hunters

Expressive Arts



To know how to make observational drawings of bugs that we find.

To know how to use spiral shapes to inspire artwork, including collage techniques to create large scale collaborative work as used in **Maise's** Snail.

To know how to select and use natural materials to create representations of bugs and creatures

To know how to create a 3D model of a bug (real/imaginary) by combining materials including Easi-form, and other loose parts.

Music:

To know how to change their voice to speak/sing with different speeds (tempo). 'fast' and 'slow'.

To know how to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Communication and Language

To know how to listen effectively during small group discussions about bugs in the immediate environment.

To know how to articulate my thoughts and observations when exploring the different bugs, using recently introduced vocabulary.

Understanding of the World

To know how to explore my immediate environment (within Standens Barn Primary School) to find out what creatures live in different areas, eg, playground, open field, wild area, tree mound.

To know that a butterfly begins life as a caterpillar.

To know and describe features of my immediate local environment (Standens Barn) and to look at this on Google Earth/ a map, linking to science investigation.

Handa's Surprise

To know that life in Kenya has similarities and differences to life in this country.

Maths

To 20 and beyond—recognising and ordering, using tens frames, adding by counting on, taking away.

Doubling and sharing—spotting doubles, odd and even numbers, sharing equally.

Patterns—using shapes

