



Happy New Year to you all!

We hope you enjoyed the Christmas break and managed to spend some quality time with your families. What better way to end the Autumn term than to put on a marvellous Christmas nativity for you all to enjoy. I'm sure that you were all impressed with the children's amazing singing, acting and dancing. We hope you enjoyed watching it with your children, something that has never been possible before!

We began the term with the topic 'Let's Celebrate'. We learnt about the Gunpowder Plot, Remembrance Day and Diwali. We thought about the similarities and differences between the events and discussed how one another celebrate them. We recited poetry at the Remembrance service and thought about offering help and kindness to those around us who may feel lonely,

especially at Christmas.

The children's confidence with numbers is continuing to grow and we have focused on counting, subitising, recognising and writing numbers to 5. We began learning to add with objects and we will continue to build on these skills this half term. We also learnt about repeating patterns, how to continue them and how to create our own as well as naming common 2D shapes and thinking about their properties.

We have been SO impressed with the whole class's enthusiasm during phonics. They have all absolutely loved learning their sounds and learning to blend and segment to read and write. We have also been learning those tricky red sight words that you can't phonetically blend, like 'I', 'to', 'go', 'no' and 'the'. Some of us began to write short captions and simple labels, being sure to leave a finger space between words. We have continued to model commenting about the features of a story and stopping to ask children 'how', 'what', 'why' or basic inference questions, vocabulary definitions and thoughts on the text.

We've also had a big focus on having a go, perseverance, pride and challenge and will continue to develop ourselves as lifelong resilient learners.

Thanks again for being such supportive learning partners. As always, if you have any queries, concerns or need any extra support to help your child with their home learning, please post on Tapestry or arrange to meet us. Please continue to read with your child on a regular basis as we know this can make a huge difference to your child and their ability.

Some wise words we will concentrate on as we develop further into lifelong learners over the next few weeks; from the wisest - Winnie the Pooh: *"You are braver than you believe, stronger than you seem, and smarter than you think."*

Mrs Bruce and Mrs Dhillon

### Things to Remember:

- PE day: Friday. Please come dressed in PE kits.
- Library day: Wednesday. Please share the library book together, returning it on Wed to take a new book home to enjoy.

### Dates for your Diary

Mon 31st Jan

Chinese Dance Workshop



Happy New Year to you all!

We hope you enjoyed the Christmas break and managed to spend some quality time with your families. What better way to end the Autumn term than to put on a marvellous Christmas nativity for you all to enjoy! I'm sure that you were all impressed with the children's amazing singing, acting and dancing. We hope you enjoyed watching it with your

children, something that has only been possible the last couple of years!

Our topic last term was 'Let's Celebrate'. We learnt about the Gunpowder Plot, Remembrance Day and Diwali. We thought about the similarities and differences between the different events and discussed how people celebrate them. We learnt a poem and recited it at the Remembrance online assembly. We talked about some people being lonely during the Christmas period and made beautiful cards and a video singing a song for them showing kindness to those around us.

The children's confidence with numbers is continuing to grow and we have focused on counting, subitising, recognising and writing numbers to 5. We began learning to add with objects and we will continue to build on these skills this half term. We also learnt about repeating patterns, how to continue them and how to create our own.

During our phonics sessions, the children have all absolutely loved learning their sounds and learning to blend and segment to read and write. We have also been learning some tricky red sight words that you can't phonetically blend, like 'I', 'the', 'to', 'go' and 'no'.

Some of us began to write short captions and simple labels, being sure to leave a finger space between words.

We've also had a big focus on having a go, perseverance, pride and challenge and will continue to develop these and the other Owl behaviours.

We are starting this half term with the topic of 'Winter Wonderland'. This includes looking at seasons, in particular—Winter. We have already been impressed with the Autumn learning walks that you have been on and the signs that you have spotted to tell you it is winter.

We will continue to enjoy and discuss the features of a story, stopping to ask children 'how', 'what', 'why' or basic inference questions, vocabulary definitions and thoughts on the text. Our text for this term is 'Peace at Last' by Jill Murphy, one of our favourites.

As always, if you have any queries, concerns or need any extra support to help your child with their home learning, please post on Tapestry or arrange to meet with me.

Please continue to read with your child on a regular basis as we know this can make a huge difference to your child and their ability.

Thank you so much for your continued support.

Mrs Redondo

## Things to Remember:

- PE day is Friday. Please come dressed in PE kits.
- Library day: Monday. Please share the library book together, returning it to take a new book home to enjoy.
- Reading Folders: Please send reading folders, including the reading record and book each day

## Dates for your Diary

**Mon 31st Jan**

Chinese Dance Workshop

**Tue 1st Feb**

Chinese New Year

## PRIME Personal, Social, Emotional Can we...?

choosing resources and perseverance in  
at what they want to do in their play.  
s  
e, alongside and with others, inviting others to  
join others' play.  
es of adult behaviours to guide their social  
ships and interactions.  
are what they have learnt about social  
relationships with close adults, in their play and  
base of a familiar adult to recharge and gain  
practical help in difficult situations.  
**otions**  
n and others' feelings and behavior and its  
onal refueling' and practical help in new or  
ge conflicts, for example through holding back,  
d compromise.

## SPECIFIC Literacy Can we...?

y settings, events and principal characters in  
on stories they have heard in their play.  
tion can be retrieved from books, computers  
ces.  
phonological and phonemic awareness.  
ome knowledge by linking sounds to letters,  
some of the letter of the alphabet, identifying  
gnizable letters in sequence, such as in their  
e marks they make as they draw, write, paint  
boards or touch-screen technology.

## SPECIFIC Understanding the World

ities  
ifferent occupations and ways of life indoors  
present events in their own life and in the  
s.  
children do not always enjoy the same things,  
o this.  
alities, differences, patterns and change in  
ivities and differences in relation to places,  
iving things.

## Area of Learning: PRIME Communication and Language Can we...?

**Listening and Attention**  
6- Showing variability in listening behaviour and may move around  
and fiddle be still be listening or sit still but not absorbed by activity.  
**Understanding**  
6- Listen and respond to the ideas expressed by others in  
conversations and discussion.  
6- Understands questions such as *who, why, when, where and how*.  
6- Understands a range of complex sentence structures including  
negatives, plurals and tense markers.  
6- Beginning to understand humour e.g. nonsense rhymes, jokes.  
**Speaking**  
5- Questions why things happen and gives explanations. Asks e.g.  
*who, what, when, how*.  
6- Links statements and sticks to a main theme or intention  
6- Extends vocabulary, especially by grouping and naming,  
exploring the meaning and sounds of new words.

## Connector Winter Wonderland

**Characteristics of Effective Learning**  
**Playing and Exploring - Engagement**  
**Active Learning - Motivation**  
**Creating and Thinking Critically – Thinking**

## Area of Learning: SPECIFIC Exploring Art and Design Can we ...?

**Creating with Materials**  
6- Begins to build a collection of songs and dances.  
6- Makes music in a range of ways e.g. plays with sounds creatively,  
plays along to the beat of the song they are singing or music they are  
listening to.  
6- Uses their increasing knowledge of tools and materials to explore  
their interests and enquires and develop their thinking.  
**Being Imaginative and Expressive**  
6- Initiates new combinations of movement and gestures in order to  
express and respond to feelings, ideas and experiences.  
6- Plays cooperatively as part of a group to create, develop and act out  
an imaginary idea or narrative.

## Area of Learning: PRIME Physical Development Can we ...?

**Moving and Handling (Gross-motor)**  
5- Can balance on one foot or in a squat momentarily, shifting  
body weight to improve stability.  
6- Jumps off an object and lands appropriately using hands,  
arms and body to stabilise and balance.  
**Moving and Handling (Fine-motor)**  
6- Uses simple tools to effect changes to materials.  
**Health and Self-care**  
6- Shows understanding of the need for safety when tackling  
new challenges, and considers and manages some risks by tak  
independent action or by giving a verbal warning to others.  
6- Shows understanding of how to transport and store  
equipment safely.  
6- Practices some appropriate safety measures without direc  
supervision, considering both benefits and risks of a physical  
experience.

## Area of Learning: SPECIFIC Maths Can we...?

**Cardinality**  
5- Enjoys using a range of their own marks and signs to wh  
they ascribe mathematical meaning.  
6- Engages in subdividing numbers to four and five.  
**Composition**  
5- Beginning to use understanding of number to solve prac  
problems in play and meaningful activities.  
5- Beginning to recognise that each counting number is on  
more that the one before.  
6- Show awareness that numbers are made up (composed)  
smaller numbers exploring partitioning in different ways wh  
wide range of objects.  
6- In practical activities, adds one and subtracts one with  
numbers to 5.  
**Measures**  
6- Enjoys tackling problems involving prediction and  
discussion of comparisons of length, weight or capacity, pa  
attention to fairness and accuracy.  
6- Becomes familiar with measuring tools in every day  
experiences and play.  
6- Is increasingly able to order and sequence events using e  
day language related to time.  
6- Beginning to experience measuring time with timers and  
calendars.

**Candle Time:  
Can we ...?**  
New Year Resolutions  
Thankfulness  
Friendships  
Honesty  
Feelings and Forgiveness  
Courage

**PSHEC/Circle Time  
Can we ...?**  
Similarities and  
differences  
What makes us proud  
Achievements  
Special People  
Gender stereotypes

