



**WEEKLY PARENT Information NEWSLETTER – Reception 2 February 2015**

- **PTC meetings** - We apologise that there was an error on the sign up page for the Parent Teacher Conference letter that came home. We can confirm that the PTC meetings will take place on **Tuesday 10** and **Thursday 12 February**, not November as is written on the sign-up sheet. We will not reissue the letter but ask you to complete and return the sign-up sheet, indicating your preference for a meeting on Tuesday or Thursday. Thanks for your understanding.
- **Tanzania Safari Day** – Friday **February 6** is a non-uniform day where children can come to school wearing clothes or costumes inspired by the Safari theme. They can wear full costumes, masks, a t-shirt with an animal or come as a safari guide BUT they have to pay 2000 sh for this privilege with all the money going to support the Global Classroom Tanzania projects. Please do not go out and spend money on costumes as we would rather you donate this money to our Tanzania fund and help the children in Tanzania! Also, no weapons please.
- **Chinese New Year Day** - Friday 13 Feb – come to school in Chinese costume or wearing red.
- **Junk modeling Boxes** - Thank you to those of you who have been sending in boxes and bottles, cardboard tubes and tops, **please keep sending them in** as we will be making some **sheep sculptures** and need a great variety!



**Learning Theme: Ten Days of Chinese New Year!**

The whole school is beginning to celebrate Chinese New Year in the run up to the holiday. Reception Cubs will be learning the story of how the years became associated with different animals and thinking about the qualities of the Sheep for the coming year. There will be a competition for each class to make sheep models collaboratively which will need good team work and communication as well as creativity to think about how to make each sheep different. The children will be exploring different techniques to make their sheep and use a variety of interesting materials.

However, sheep don't like to be kept and may try to escape their classrooms. The children will need to find ways of finding the sheep so they can be entered into the competition!!

The Big Question will be:

**'What is so special about a sheep?**

**Vocabulary:**

*Development outcomes*

- *Understanding the World: They know about similarities and differences between themselves and others, and among families, communities and traditions*
- *Expressive Arts: They represent their own ideas, thoughts and feelings through design and technology, art.*
- *Personal Social and Emotional Development: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.*
- *Physical Development: They handle equipment and tools effectively*
- *Literacy: Children use their phonic knowledge to write words in ways which match their spoken sounds.*
- *They write simple sentences which can be read by themselves and others.*

**Phonics**



The Pufferfish group will recap all the phase three sounds they have learnt so far and will add three new sounds ure (sure), oi (boil) and er (surfer). They will be using these to help them read and write a variety of different words

The Shark group will be recapping their previous sounds and will be using the sounds sh and ch to practise writing words and reading and writing new words.

The Octopus group will continue to recap the phase two sounds that they have learnt so far and focusing on: h,b, f, ff, ll,ss. They will blend sounds for reading and listen for sounds for writing using simple CVC words, e.g. man, run, cog, sock, mum, but, and, etc.

The Jellyfish group will recap and learn the previous set of letters and add to it with these new letters (h and r). They will hear, say and read them.

### **Mathematics**

We will be looking at calendars and talking about days, weeks and years. Thinking about not just the days of the week, but the months of the year, the names and their order. Using lots of vocabulary to talk about time: yesterday, today and tomorrow. Talking about past and future events can be difficult and we will be supporting the children to use language of time accurately.

**Vocabulary:** yesterday, tomorrow, next day, before, after, week, month, year.

*Development outcomes;*

*Children use everyday language to talk about time.*

### **Dutch**

Deze week hebben we het thema 'Kikker in de kou' afgerond. De haas heeft een heerlijke warme vacht gekregen van wil en eend heeft een bont verenpak. We hebben de korte klanken geoefend op uitspraak en klank-tekenkoppeling. De kinderen kunnen al goed de klanken /a/, /e/, /i/ en /u/ onderscheiden en het schrijven van korte woordjes (MKM-woorden) gaat steeds beter. Ook hebben we het boek en liedje 'De liefste kusjes zijn voor jou' van Harmen van Straaten gelezen en gezongen. Oh, wat was het leuk om Harmen bij ons in de klas te hebben!

Thank you for your continued support.

**The Reception Team.**