



### WEEKLY PARENT Information NEWSLETTER – Reception 26 January 2015

- Sheep Challenge – all children in Years 1-6 are being challenged to make a 3d sheep model/sculpture as part of our Chinese New Year Celebrations. Information has been send home in their communication books explaining what you need to do but basically we want you to get creative and encourage your child to make a fabulous sheep.
- 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 20rmb 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: Chinese New Year – 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 have some fantastic model makers in Receptions and their imagination and creativity is wonderful to see.



#### Learning Theme: Frozen Lands

This will be the final week of our 'Frozen Lands' learning theme. Our intrepid explorer has found his way back to base camp using the fantastic maps the children made, he has decided to stay a bit longer! But how will he survive? He will need to build shelter and find food, travel to meet the local people and find out about what they wear to stay warm. We will also be thinking about how we can record our experiences too, by writing a simple diary entry. **The explorer is not sure whether to stay in the Frozen lands or return home. What would you do?** The children will be consolidating their learning about position and direction by introducing the 'beebots' which are small robots which can be programmed to follow a planned route. We are also going to do a simple experiment into what will float and what will sink, encouraging the children to investigate different materials that the explorer can try out as he fishes in the icy waters, predicting and recording the outcomes as a group.

The Big Question will be:

### 'What is it like to live in the Frozen Lands?'

**Vocabulary:** frozen, similar, different, live, visit, shelter, build, igloo, fishing, catch, wear, skins, float, sink, predict, record.

*Development outcomes*

*Children know about similarities and differences in relation to places, objects, materials and living things.*



*Children answer 'how' and 'why' questions about their experiences and in response to stories or events.  
Children use their phonic knowledge to write words in ways which match their spoken sounds.*

### **Phonics**

The Pufferfish group will recap all the phase three sounds they have learnt so far and will add two new sounds er, (surfer) and ure (sure) 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 j, v, w, x, y z, zz, qu to practice writing words and reading and writing new words. me, he, we, be, she

The Octopus group will continue to recap the phase two sounds that they have learnt so far. Blending sounds for reading and listening 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 (ck, e, u, r). They will hear, say and read them.

### **Mathematics & Technology**

As well as consolidating the children's understanding of position and direction through using and programming the beebots, we will be exploring capacity. The children have enjoyed exploring the ice and water and we will be working with them to help them explain what they are finding out. As the week progresses we will also be setting challenges to test their understanding of capacity.

**Vocabulary:** measure, full, empty, half full, overflowing.

Forward, backwards, turn, left, right, go, clear.

*Development outcomes;*

*Children use everyday language to talk about capacity, to compare quantities and objects and to solve problems.*

*Children use everyday language to talk about position.*

*They select and use technology for particular purposes.*



*A Beebot*

### **Dutch**

Deze week hebben we Eend aangekleed met een dik verenpak en Haas kreeg van de kinderen een warme wintervacht. Met verschillende klankkaartjes hebben we de korte klanken geoefend op uitspraak, herkenning van de leestekens en het schrijven van deze klanken. Het was best lastig voor ze omdat we voor het eerst klanken geoefend hebben die niet de eerste of laatste letter zijn in een woord. Ze moesten de klank zoeken midden in het woord. Bijvoorbeeld de /o/ in potlood.

**The Reception Team.**