

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL, CHRISTCHURCH.
Ducklings Class Spring Term 2018



Teacher – Miss Charlotte Fox

Teaching Assistants – Mrs Elaine Dibden, Mrs Sinead Cheeseborough

Dear Parents,

I hope you all enjoyed the Christmas holidays; the children definitely seem to have had a lovely time! They have all settled back into the school routines well and enjoyed seeing their friends again! This term we have lots of exciting learning experiences planned.

Reading

Thank you to all of our parents for supporting their children in practising their reading and storytelling skills at home last term. We have learned many new letter sounds in class now so your child should be able to identify some of these in their reading books while they are reading with you. In class we are working on segmenting letters and then blending them together to solve words, i.e. c-a-t... cat. It would be helpful for children to also practise this skill when reading at home. You will soon receive an envelope with letter sound flashcards and high frequency words to practise at home – please practise recognising these letter sounds and words each time you read at home as this will help your child to become more confident and support their reading development.

We will be continuing to encourage the children to pick their own new reading books for the week. Library books will also be changed on a Monday. Please could all children bring their reading books and reading record to school every day in their bags as we will need these to hear your child read at school.

Tapestry

Thank you for checking your child's Tapestry account and interacting with this learning journal. If you have any questions about Tapestry or are having difficulty accessing it, please contact me (Miss Fox) and I will do my very best to help you! We would also love to hear what you think of your child's learning experiences – if you could leave a comment at the bottom of observations to help us celebrate your child's learning that would be fantastic! Parent voice is really important in your child's learning journal and your contributions are greatly appreciated.

Allergies

Don't forget to let us know of any allergies and remember that St Joseph's has a NUTFREE policy, so NO peanut butter in lunchboxes please. Do check the labels on cereal bars you send in too.

Uniform and PE Kits

Please ensure all uniform and PE kit, including all shoes, are named to allow us to return any lost items and avoid confusion when changing for PE. Again, PE kits will stay on their coat peg until the half term holiday when it comes home for washing.

Coats

We do ask that all children bring a coat to school every day so we make use of our outdoor learning areas. Please could all coats be clearly named.

Below are the areas of the EYFS curriculum that we will be covering this term through a range of topics based on the children's interests.

<p><u>R.E.</u> Christmas Revelation Islam Lent Holy Week Easter</p>	<p><u>Communication and language</u> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for a short span. Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.</p>
<p><u>Personal, social and emotional development</u> Initiates conversation, attends to and takes account of what others say. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p><u>Physical development</u> Experiments with different ways of moving. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of how to transport and store equipment safely. Usually dry and clean during the day.</p>
<p><u>Literacy</u> Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and know which letters represent some of them. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions.</p>	<p><u>Mathematics</u> Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Orders two or three objects by length or height. Beginning to use everyday language related to money.</p>
<p><u>Understanding the world</u> Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on the computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><u>Expressive art and design</u> Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Experiments to create different textures. Manipulates materials to achieve a planned effect. Selects tools and techniques needed to shape, assemble and join materials they are using. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.</p>

Educational Visit to Honeybrook Farm

We are planning a school trip to Honeybrook Farm in the Summer term of this year. We have visited the farm numerous times with previous classes and feel that it is always a really high quality opportunity to learn more about animals and farming equipment first-hand from the rangers. This visit will cost roughly £15.00 per child and more information will be sent to you on this visit nearer the end of the Spring term.

Please also find attached a copy of the curriculum objectives from the Early Years Curriculum 'Development Matters'. The objectives within this curriculum are the objectives from which we plan learning opportunities for the children (differentiated depending upon which developmental level the children may be working at). We are working towards the children reading the Early Learning Goal in each area of the curriculum by the end of the curriculum year. Please be aware that children develop at different rates and that we are happy with the steps of progress that all children have made since the beginning of the year, despite where they might be working developmentally on this curriculum. We are hoping that this information can give you more information about what your child is learning at school, as well as how you can support them in making progress. If you would like to read the whole Development Matters document please visit:

<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Again, a huge well done to all of the Ducklings for making such a wonderful start to their school life this year. Thank you so much to you all for the great support you have offered your child and us so far! Please feel free to attend the liturgies and masses that are published in the school newsletters – you are always more than welcome!

Yours truly,

Miss Fox