



MANOR PARK CE (VC) FIRST SCHOOL &
PRE-SCHOOL

Mellstock Avenue
Dorchester, Dorset
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Head of School: Mrs Tamara Sterck

LOVE FOR GOD, LOVE FOR EACH OTHER
LOVE FOR LEARNING

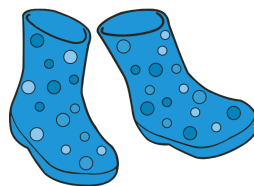
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Dear Families of Preschool

Welcome back to the new term here at Manor Park First School. We hope you have all had a lovely break and are ready to get back to Preschool.

Our topic this half term is 'Where our wellies take us.'



Here is some information to outline what your children will be learning this half term in all the different curriculum areas. Do encourage your child to tell you about what they have been learning at school – it really helps the children to secure their learning when they discuss it with others.

In **Communication and Language** (including **reading** and **writing**) we are learning to:

Our focus will continue to be on developing the children's language understanding and vocabulary by ensuring that their learning environments are vocabulary rich and providing plentiful opportunities for children to talk and rehearse language. We will do this by planning a range of opportunities such as regular story times throughout the day, rhymes, small world and role play opportunities. Practitioners will model new vocabulary and ask key questions in order to expand children's use of speech.

Children will learn new rhymes and these will be shared with you through Tapestry so that you can continue to sing/say these at home.

We will continue to celebrate all marks that children make by using a range of resources to make them - paint, pencils, felt tips, crayons, chalks, gloop, paint brushes and water. As their mark making develops, we will model making marks for meaning. We will ask children to give meaning to their marks and to consider

the shapes/marks that they will need to make when drawing something in particular. For example, if they are drawing a face they will need a circle shape for the head.

Children will be asked to find their name card and use this to write their name.

Our focus texts for the half term are:



Our focus for our Acorn children will be for them to talk about the stories and use key vocabulary from this. For our Pinecone children we will continue to model that print has meaning, a book has different parts (e.g. front cover, title) and words are read from left to right.

In **Physical Development** we are learning to:



In PE our Pinecone children will be focusing on 'dance'.

They will be:

- exploring different body parts and how they move
- remembering repeated movements
- expressing and communicating their ideas through movement by exploring directions and levels
- creating movements and adapting and performing simple dance patterns
- moving with control and coordination, linking, copying and repeating actions.

Our Acorn children will be developing their climbing, jumping and kicking skills.

We will continue to talk about how we keep ourselves clean and healthy, discussing food options, brushing teeth, how we can keep our minds healthy and people who help to keep us healthy. Children will take part in a range of other activities which will continue to develop their gross and fine motor skills.

Phonics

Our Pinecone children will continue with our Rainbow Phase of Pip and Pap phonics. They will focus on one key text for a week and will develop their phonetic skills by taking part in a range of activities focused around this text. They will be: tuning into initial sounds, hearing syllables in words, matching words which have the same sound, practising their oral blending skills, matching music to sounds and finding and exploring words which rhyme.

Our Acorn children will continue to develop their listening and attention skills through a range of activities and games.

In **Personal Social and Emotional Development (PSED)** we are learning to:

Celebrate differences, such as skin colour, types of hair, gender, cultures and so on.

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Develop their independent skills by practising putting on their own shoes, wellies and coats.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

We will continue to follow our Jigsaw scheme as well as working with your children daily to help to support and develop their PSED skills.

Our Jigsaw focus is 'Healthy Me'

Children will:

- know the names for some parts of our body and start to understand the need to be active in order to be healthy
- know what the word 'healthy' means and that some foods are healthier than others
- know how to help themselves go to sleep and that sleep is good for them
- know the importance of washing their hands before they eat and after they go to the toilet
- know who my safe adults are and how to stay safe if they are not close by me

Mathematics

012

Our Acorn children will be learning to:

React to changes of amount in a group of up to three items

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'

Recite some number names in sequence

Begin to recite numbers past 5

Begin to show finger numbers up to 5

Begin to recognise numerals of personal significance

Begin to categorise objects according to properties such as shape or size

Begin to use positional language

Notice patterns and arrange things in patterns

Climb and squeeze selves into different types of spaces

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper

Use informal language like 'pointy', 'spotty', 'blobs' etc.

Our Pinecone children will be learning to:

Explore how numbers are composed of smaller numbers

Count 5 objects

Know what the numeral 5 looks like and match the numeral 5 to the quantity

Recognise pentagons and that they have 5 sides. They will be asked to identify them by counting their sides

Explore the composition of number 5 using Numicon pieces

Subitise counters on a 5 frame and objects arranged in dice patterns. Then, show the matching amount on your fingers.

In **Expressive Arts** we are learning to:



This term we will be learning about the artist Jackson Pollock and will be experimenting with pouring and/or splashing paint to create an effect. These will be used as a backdrop for children's observational paintings of flowers. Children will create flowers using a range of equipment, such as forks, corks and flower heads.

They will explore musical instruments and will match instruments to rhythm.

They will learn new songs and rhymes.

They will develop story lines through small world and role play opportunities.

We will also explore the different sounds instruments make when retelling stories. We will be stopping at parts to allow the children to think about which instrument we could use to match the sounds in our stories. We will also explore using their bodies to make sounds- e.g. rubbing hands together to make the swishy grass etc.

In **Understanding the World** we are learning to:



We will be exploring our local environment and learning about the different occupations that people have within our community.

We will be looking for signs of spring and will be talking about what happens and what we can see now that the season is changing. We will plant seeds and flowers and will learn how to take care of them. We will observe them growing and will talk about the changes that we can see.

We will go on bug hunts and will add new items to our existing bug hotel. We will then observe to see if we have any new visitors! We will use information texts to be able to identify what these insects are and will learn new things about them.

In **RE** we will focus our learning around the question: What makes every person unique and special?

We will learn about one of the big stories/concepts of the Bible and be able to identify one type of text from the Bible. We will discuss that we all have choices in our lives and how these and our actions may affect others. Children will be able to recognise and name some religious artefacts, places and practices. Children will be able to identify the things that are important in their own lives.

Additional class information:

PE days

PE days will continue to be on a **Monday and a Wednesday**. Please ensure that your child comes into Preschool wearing blue jogging bottoms or leggings, a white t-shirt and their blue school jumper or cardigan. Please also ensure that they are wearing trainers.

Library books

We will continue to change your child's library book every week. If your child is in Preschool on a Tuesday please ensure that their library book is in their bag ready to change. If they are not in on a Tuesday, we will change it the next day that they are in. Thank you.

Tapestry/Parent Hub

Please continue to check Tapestry and Parent Hub regularly for any updates. We will continue to make observations on Tapestry and ask that you also make observations. If you are having any problems accessing these, please speak to a member of the team. Please ensure that you have downloaded both apps.

Dates for the diary

6th March- World Book Day- please see our newsletter for more information

7th March- Our Pinecone children (f in session) will visit Dorchester Library

During week four, we will be visiting Sandringham Park- date to follow

We will be holding a 'Wellie festival' during **week 5**- more details to follow

During **week 6**, our Pinecone children will be walking to the train station and will also be visiting a local cafe. Our Acorn children will be exploring our school grounds and will help to create a 'Manor park' cafe for them to enjoy a drink and biscuit in. More information and a date for this will follow.

If you are able to help out, that would be much appreciated. Many thanks.

Reminders

Please ensure that your child has spare clothes in their bags (trousers, top, jumper and underwear). Many thanks.

Please remember to access Tapestry regularly to view observations and to add your own observations about your child's 'wow' moments

If your child is absent from Preschool, please can we ask that you call the school office on 01305 268741 before 9am. Please can we ask that you do not use Tapestry or the Preschool email address to inform us of your child's absence - thank you.

We had a number of children arriving late to their sessions last half term. When children arrive late, this not only impacts on their learning but also is unsettling for the other children. Please can we ask that you arrive on time. Many thanks for your support.

Ideas to support your child's learning at home

We will continue to use Tapestry to share ideas on how you can support your child at home. Here are some other ideas:

Encourage your child to look at the food in your kitchen and find out what countries some of it comes from. Search on a map for those countries. Help your child to trace the letter with which the name of those countries start.

Go on trips in our local environment and talk about what we can do to help look after our world.

Plant seed or flowers and watch them grow.

Visit our local library and read books from other cultures. Look at an atlas and talk about different countries.

Play games to help to develop your child's listening skills. Games such as:

What is a sound trail?

A sound trail is a game you can play when you're out and about. Choose a special sound to listen out for. When you hear that sound, talk about what you hear. Try it with your child and see if they enjoy it. The next time you and your child go for a walk, think about the sounds you might hear. Suggest things to listen out for. Perhaps cars, birds, other people, aeroplanes. On your walk, pause every now and then and listen together. Ask your child: "What sounds can you hear?" You can talk about what's making the noise, whether it's loud or quiet. Are they the sounds you thought you'd hear? If you have space to explore, like a park, perhaps you can follow a sound and see where it leads. Maybe birdsong will take you across the park. You can have fun making your own sounds too, like crunching leaves or snapping twigs. Can your little one copy the sounds they hear, like birds going 'tweet' or cars going 'vroom'? What's their favourite sound?

Spotting signs and logos

Next time you're out, encourage your child to look around. They might notice letters and numbers on logos and signs. Talk about the things they notice, they might recognise some of the shop signs and logos and be able to read what they say... this is the beginning of your child understanding the link between the written and spoken word. While you're out your child might be able to help you search for a shop if you tell them the colour, shape or first letter of its name or logo.

At home you will have logos on items too, like on your TV, a shopping bag, food packaging or on a toy. Encourage your child to notice and talk about them. Streets signs can also be a learning opportunity. See if you and your child can spot a sign that has the first letter of their name in it. Read any words you see on the sign aloud to your child, so they can begin to learn the meaning. This works with numbers too, look at house numbers and licence plates to see if you can spot your child's age.

We look forward to a fantastic half term!

Preschool Team