



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

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*LOVE FOR GOD, LOVE FOR EACH OTHER
LOVE FOR LEARNING*

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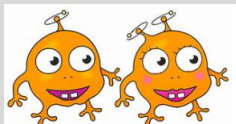
Website: www.manorpark.dorset.sch.uk

Dear families of Reception,

Welcome back to a new year and new term here at Manor Park First School. We hope you have all had a wonderful Christmas break and are ready to get back to school. We sure have missed you all!

Here is some information to outline what your children will be learning this half term in all the different curriculum areas. Please 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 **English (communication and language, phonics, reading and writing)** we are learning:

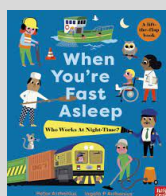


This term we will be continuing with our Pip and Pap phonics. The children will be continuing with Orange Phase and Pink Phase and some children may begin to touch on Green Phase. We continue to look closely at the sound mats and how children can continue to independently use these to support their reading and writing.

In writing we will be focusing on superheroes, including superheroes within our community.

We will:

- learn the new vocabulary
- use the new vocabulary
- use story words
- sequence events



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



We are looking at all the superheroes amongst our community - doctors, nurses, police and firefighters.

Each week we will look at a new superhero in our community and explore these questions:

- What do we need help with?
- What do we do when we need help?
- Who can help us?
- What do the police do?
- What do police dogs do?
- How have police cars changed over time?
- Do police and police cars look the same all over the globe?
- What do firefighters do?
- Why might we need to call a firefighter?
- What do doctors/ nurses do?
- Why might we need to call or go to a doctor?
- Where do doctors and nurses work?

- hear, say and write the last sound in a word.
- hear and write other dominant sounds in a word.
- form letters correctly.
- use sounds to write simple word/s.
- write CVC words.
- write labels.
- start to write simple captions.
- write a caption.
- say a sentence.
- start to write short sentences.
- write earth words e.g. the, to, no, go, he, she, we, me

Throughout this half term we will also:

- Listen carefully to stories about different places and begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.
- Explore the wider world and draw comparisons and similarities between our local environments and other places.
- Explore maps, atlases and globes of the world and local environments where children will have the opportunity to ask questions and begin to create their own maps of the school environment.
- Describe a journey within our local environment (journey to school/ or journey to the lunch hall from the classroom) and have a go at drawing these journeys out.
- Describe some features of plants and animals and identify when things are the same and different.
- Notice, observe and talk about seasonal changes we can see happening around us daily.

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

In our Jigsaw lessons we are looking at **dreams and goals**.



We will start by:

- Trying to stay motivated when doing something challenging - understanding how perseverance can help us to tackle challenges.
- Explore what never giving up means and to keep trying even if things are difficult to start with.
- Exploring how to set goals and make small steps towards achieving these goals.
- Look into how to maintain a positive attitude and how to keep encouraging others to achieve their goals through the use of our kind words and actions.
- Look at the links between what we learn now and the jobs we might like to do when we are older.

In **Mathematics** we are learning to:

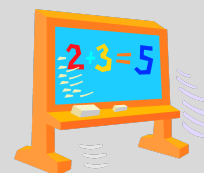
Extend our knowledge of number beyond 5 - focusing on 6, 7 and 8. We will explore mass, capacity, length, height and time.

Alive in 5:

- introduce zero
- find 0 - 5
- subitise 0 - 5
- represent 0 - 5
- 1 more and 1 less
- composition of numbers up to 5
- conceptual subitising to 5

Mass and Capacity:

- compare mass
- find a balance
- explore capacity
- compare capacity



Growing 6, 7 and 8:

- find 6, 7 and 8
- represent 6, 7 and 8
- 1 more and 1 less
- composition of 6, 7 and 8
- make pairs - odd and even

- Explore how working hard can help you achieve your dreams and goals.
- Explore the feeling of being proud of yourself once you have achieved a goal you set.

- double to 8 (find a double)
- double to 8 (make a double)
- combine 2 groups
- conceptual subitising

Length, height and time:

- explore length
- compare length
- explore height
- compare height
- talk about time
- order and sequence time

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



Creating with materials:

- Make some independent choices about the resources needed and talk about creations.
- Use different textures in creations and combine media.
- Cut along curved lines with scissors and use moulding tools with malleable materials.
- Use a range of shapes and colours to represent observational drawings.
- Use different techniques and materials to achieve the desired effect and talk about what has been created.
- Mix colours to produce different shades and combine materials to create different textures.
- Begin to plan a design before starting.
- Use a range of tools and equipment and select the most appropriate tool or joining material for the job.

Being Imaginative and Expressive

- Play alongside others to develop storylines in role play or small world.
- Sing familiar songs.
- Move in response to music.
- Play a range of percussion instruments and glockenspiel.
- Use instruments to compose own music.
- Along with others, collect resources to develop own role play storylines.

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

Gross Motor Skills

We will cover these skills through gymnastics in our PE sessions and our continuous provision:

- Use a range of ways to move appropriately, e.g. jumping, hopping, sliding.
- Climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.
- Use large construction to build.
- Throw, kick, pass and catch a large ball.
- Balance on and off equipment.
- Jump safely from a piece of equipment.

In our gymnastics unit we will learn to:

- Hold shapes and balances for 5 seconds.
- Squeeze our muscles when holding our shape or balance to help us to be still and strong.
- Bend our knees when landing.
- Keep our chest up tall so we don't fall forwards.
- Keep our legs and feet together on the straight roll.
- Stay curled up in the barrel roll.
- Travel using different body parts.
- Travel over, around and along the apparatus.

Fine Motor Skills

- Attempt to use a tripod grip with some consistency when holding a pen or pencil.
- Create drawings, representing recognisable objects or shapes in work.
- Use scissors to cut along curved lines, holding scissors in the correct position.
- Mould and shape clay with fingers and tools, creating shapes and objects.
- Sit at a table to write in the correct position.
- Use scissors to cut around more complex shapes, e.g. split pin characters.

In **RE** we will focus on the questions: **How can we help others when they need it? & Who helps in the Sikh Diwali story?**

We will look at:

- Recognising one of the big stories/concepts of the Bible.
- Identifying one type of text from the Bible.
- Understanding that we have choices in our lives.
- Knowing that our actions affect others.
- Recognising and naming some religious artefacts, places and practices.
- Giving examples of how religious concepts and texts guide beliefs.
- Giving examples of ways in which people of different faiths put their beliefs into practice in a place of worship.
- Identifying the things that are important in their own lives.
- Knowing some emotions of the experiences of religious figures studied.
- Thinking and talking about whether the text has something to say to them, exploring different ideas.

Additional class information:

Library books

Library books are changed on Tuesday (Maple) or Wednesday (Hazel). It is really important that books are brought back each week so they can be changed. Please enjoy sharing these together.

Reading books:

Pip and Pap phonics books will continue to be changed weekly and taken home for you to read. It is important that you read at home at least 4 times a week. The books include sounds that your child has learned and Earth words which need to be memorised as they cannot be read using sounds.

The Reception team will continue to change your children's reading books every Monday once a child has read their book at least 3 times. We encourage reading a book multiple times to help with confidence in decoding and building up those fluency and comprehension skills. When you read with your child, please record their reading on the 'Learning with Parents' websites. This is where we check how many times your child has read and if you are not recording on there then we will not know when to change your child's book. You should all have a login for this website. If you do not or have any problems accessing the website please let us know.

Tapestry/Parent Hub

We will continue to use Tapestry for our wow moments both at home and at school and mainly we will post our weekly update on Fridays. If you need to contact the Reception team about anything else then please contact the office or catch one of the Early Years team on the gate at pick up or drop off.

Reminders

PE for both classes is on a Monday and Friday. Please can all children come into school wearing their PE kit on these days. Thank you.

We look forward to another brilliant term with your wonderful children.
The Reception Team