

Dear Parents / Carers

By the end of the Spring term the children are two-thirds of the way through their year in Reception! They have become more confident in applying their Phonics to their reading and writing, and have been working at developing new Maths concepts.



Below are some examples of ways in which you can continue to support them in their learning:

Reading:

- The book allocation on 'BugClub' is frequently updated to ensure that children have a range of books to read. Please remember that in addition to reading the book, children should also click on the 'Bug' to answer the questions. All children were given a BugClub login earlier in the year so should have access to the resource. (The login information is on a sticker in each child's Reading Record.) Please speak to a member of staff if a child has difficulty accessing BugClub.
- Children should also continue to read their reading books each day. Once these books have been read, additional books may be read. Develop comprehension skills by asking questions based on the text and ask the child to retell the story in their own words.
- Ask the child to choose a new book to read. Stop in the middle of the story. Ask them to predict what will happen next? Read to the end. Were they right?
- Read the high frequency word sheets each day. Revise previous sheets. Look for these words in your reading book.
- Encourage children to work at adding interest to their reading by pausing at commas and full stops and reading louder when darker / larger print is seen, or when a sentence ends in an exclamation mark (!).
- Please continue to read books to your children. Ask them to describe the part of the story that they like most. When selecting a book to read, offer children 2 books to choose from – ask them which book they like most and **why**. If there are parts of a story that children do not like, they should be able to describe what it is that they didn't enjoy about the story.



Writing:

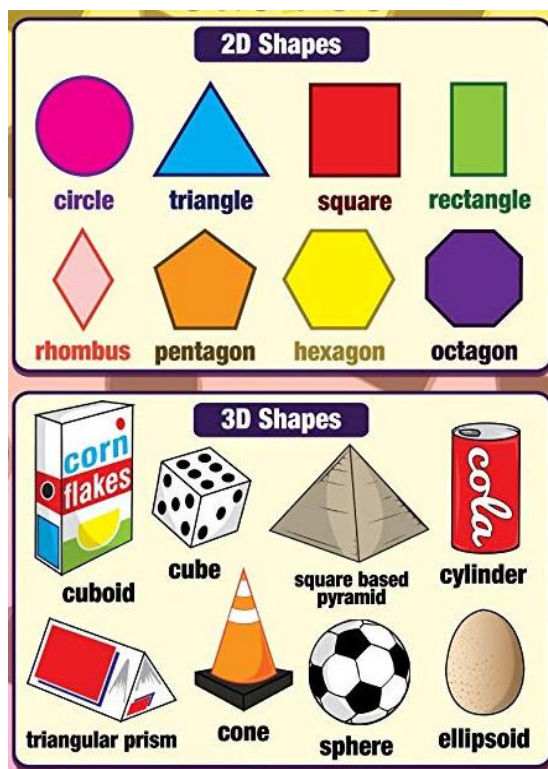
- Children should continue working at writing their names and surnames. Please remember that a capital letter should only be used at the **start** of the name and surname.
- Once confident, children could enhance this activity by writing each letter of their name in a different colour.
- Let children draw their house / rooms in their home and label the things that they can see.
- The children have been working at writing simple sentences based on the stories that we have been working on in class. Stories that the children have enjoyed this year include 'Stick Man' (Julia Donaldson); 'The very hungry caterpillar' (Julia Donaldson) 'Chicken Licken', 'The little red hen', and 'The Gingerbread Man'. We will, over the next few weeks, also be hearing the story of 'The Gruffalo' (Julia Donaldson); 'The Gruffalo's Child' (Julia Donaldson) and the 'Three Billy Goats Gruff'.
- Children should try to write a few sentences about the story or might want to write their own version of the story. Some have enjoyed the opportunity to be an 'author' and have tried to write their own stories! We would love to read some of the stories that the children have written on their own, so please send these in to school.

- When attempting to write sentences, children should be reminded to use their phonics to sound words out (using their 'Fred Talk' strategies). Although the words may not be spelt entirely correctly, they should be phonetically plausible.
- Work at writing the following words independently:

the to I go no

Maths:

- Children should be able to order numbers to 20. Write numbers from 0 - 20 onto paper / card (the inside of cereal boxes works well for this) and ask the child to arrange the numbers to 20.
- Use number cards from 0 – 9 to play an addition game. Turn the cards face down and shuffle them around. The child then picks up 2 numbers. They write the biggest number first and add the smaller number to create their own number sentence. Children can use their fingers, counters or a number line to calculate the answer.
- Once they are confident adding, the same game can be used to subtract.
- Play Snap to promote quick number recognition.
- Play 'Snakes and ladders' to promote the concept of counting forwards and backwards.
- Can the children find, name and describe common 2D and 3D shapes around the home?
- Can they compare the height, length and weight of everyday objects? (Which is longer / shorter/ lighter/ heavier).
- Can they build a tower as tall as they are? How can they prevent the tower from toppling over?
- Fill 2 cups / bottles of different shapes / sizes with water. Do they hold the same amount of water? Compare the capacity that each holds by carefully pouring the water into a smaller cup, tip the water from the cup into a bowl / basin and count how many cups each bottle holds.
- Create different repeating patterns.



What should the next object in this sequence be?

Understanding the world:

- As the days become longer, ask children about the changes they may have noticed in the natural world around them. What are the changes that take place in Spring? Can they write about any of these changes or draw a Spring picture.

- Look at some ice. What can you see inside the cubes? Can you find a way to make the ice melt? Wrap ice cubes in different materials. Place the wrapped cubes in a container. Investigate how long it takes for each ice cube to melt.
- In the week leading up to Easter, take some time to discuss Holy Week with the family, focussing on Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. Discuss how you as a family celebrate this special time of the year.

Physical Development:

- Children should, by now, be able to confidently dress themselves. Extend their learning by challenging them to work at fastening buttons and laces.
- Animal antics: Move around the house / garden in different ways pretending to be different animals:
 - Butterfly: Flutter around the room;
 - Elephant: Stomp across the floor;
 - Kangaroo: Bounce around;
 - Frog: Hop like a frog;
 - Flamingo: Stand on one leg.
- Are the children able to describe and make healthy choices in relation to eating and exercises? Can they tell others about the choices that they make?

Expressive Arts & Design:

- Children enjoy using cookie cutters, rolling pins and a batch of playdough for their own creations, from imaginary birthday cakes to dinosaurs and cookie monsters. A simple recipe for 'No-cook playdough' has been attached.
- Choose 20 blocks and build a model. Can you use the same blocks to build a different model.
- Create a junk modelling box by collecting recycling material. This box could contain old catalogues, newspaper, cereal / biscuit boxes, clean yoghurt tubs, bits of wool and string, plastic bottles, sticky tape, masking tape, glue, sequins etc. Seasonal natural materials could also be added to the box. Although they may need some prompting at first, children are able to create some superb models using materials that may have been destined for the bin. Drawing a simple design of what they want to create often helps children to plan their ideas more carefully. The construction process allows for children to solve problems in a creative way as they may need to adapt their designs or try a different approach to reach a desired outcome.

