

As readers we will know:

- how to Read some letter groups that each represent one sound and say sounds for them.
- how to read some RWI 'red words'
- how to read simple phrases and sentences made up of words with known letter-sound correspondences and 'red words' consistently.
- how to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- how to read some simple captions/sentences and understand what they have read – answering appropriate questions.



Children will continue to follow the synthetic phonics programme **RWI (Read Write Inc)** which will support children in reading words speedily according to the sounds they know. This will also support children in their spelling and writing.

As mathematicians we will:

- Learning about numbers from **0 to 10**, including recognising, counting and understanding what each number represents
- Exploring **zero** and what it means, as well as finding and representing numbers in different ways
- Developing the ability to **subitise** (recognise small amounts without counting) up to 10
- Learning about **one more and one less** to help build number confidence
- Understanding how numbers are made by **composing and partitioning** numbers (e.g. how smaller numbers make a whole)
- Exploring **doubling** and learning about **odd and even** numbers
- Comparing quantities and learning to use language such as **more, less and equal**
- Exploring **measurement**, including mass (heavy/light), capacity (full/empty), length and height
- Learning about **time**, including ordering events and talking about daily routines
- Recognising and exploring **2D and 3D shapes** and identifying **patterns** in objects and the environment



As writers we will know:

- how to segment and blend to read and write simple words and captions.
- how to write for different purpose and to communicate meaning.
- how to write to share ideas and thoughts.
- how to write simple sentences.



As investigators we will:

- how to explore the natural world around them, making observations and drawing pictures of animals and plants.
- what animals need to be cared of and looked after.
- History of space travel and star fascinations
- Moon landing
- Solar system introduction
- Astronauts and astronomers
- Our planet – land, sea, animals and weather.
- The moon sun and planets
- How people change as they grow.
- Butterfly/ frog life cycles
- How plants grow
- Key parts of flowers and plants e.g. root, stem, leaves
- Farming in the past
- How England has changed over time



As individuals we will know:

- how to begin to keep themselves safe and healthy.
- That others have feelings and how their actions can impact these.
- we have British values and begin to build an awareness of these through everyday practise
- that everyone is entitled to their own thoughts, views, and opinions and this is ok.
- how to manage their own behaviour
- have a positive opinion of themselves and understand they have a valuable part to play in everyday life.

As movers we will:

- how to ride a tricycle and be able to stop safely.
- how to negotiate obstacles whilst moving a variety of ways.
- the importance of exercising and developing their core muscles skills to enable them to access a range of skills such as catching, writing, climbing.
- how to explore and experiment with a wider range of equipment with more control.
- recognise the changes that occur in their bodies when we exercise.
- To use a knife appropriately to cut food.
- how to use the bike handlebars to steer in different directions.

As creators we will know:

- how to engage with music, songs and dance from around the world.
- how to join in with simple songs remembering some of the words.
- how to move to musical stimuli in a variety of ways.
- The Artwork of Van Gough 'Starry Night'
- how to develop storylines and add these into their role play.
- how to talk about and add texture/ effects to their work
- how to use a variety of media to create different effects and use these independently in their work.
- to explore and play a range of instruments
- how to tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.
- how to use their voices when role playing to creates different effects.
- how create observational drawings

As talkers we will:

- Connect our ideas or actions to another using a range of connectives. (and, because, so, but)
- Describe an event in detail.
- Put our ideas and thoughts into well-formed sentences.
- Answer a question in a sentence.



At Tillington Manor Primary School:

As part of our Social, Moral, Spiritual and Cultural curriculum we will continue to interweave our school core values into everything we do.

At Tillington Manor, our core values prepare us for life, and thread through all of our learning and experiences.



Clubhouse:

If you wish to book your child into Clubhouse, please make sure you contact Miss Sharples.



Medical:

For any pupil medical related issues that you need to inform us about, please contact Miss Hall via ClassDojo. All prescribed medication in school must have a completed medication form. Please see Miss Sharples at the office.



Don't forget to log onto Class dojo to receive our latest updates and see the wonderful learning that takes place each week!



Colder Weather

Now that the colder weather is with us, please can you make sure that your children are wearing warm winter coats, hats and scarves. Their school shoes also need to be waterproof so that they don't get soggy feet when they are playing outside. Any issues, please let your child's class teacher know.



Thank you!

Year Group Specific Information:

Welcome to Spring Term.

A few reminders for the term ahead.

Reading homework is ongoing. We ask that children read every day at home, and that adults record this a minimum of four times per week in the reading diary please. Due to staff illness, reading books were not changed as frequently as hoped during Autumn term. To be clear and consistent – books will aim for books to be changed every Tuesday.

Children in Reception explore the outdoors every day. Please ensure that they are dressed appropriately for the weather and label all coats, hats, wellies, scarves etc. Please ensure all uniform (including indoor shoes) are labelled so any items which might be misplaced can be returned promptly.

Thank you for the ongoing support. Remember that Class Dojo message function is available for any questions or queries, or please feel free to catch a member of the team at the start or end of day.

Kind regards,

The EYFS team.

School Uniform:

Children **must wear full, school uniform.**

Uniform plays a valuable role in contributing to our school ethos and helps to set an appropriate tone. We thank you in advance for supporting us in upholding our standards.

- A grey skirt / trousers / pinafore
- A Navy blue sweatshirt/jumper / cardigan with or without the school logo
- A light blue polo shirt, with or without the school logo
- Black or grey socks or tights
- Black school shoes – Flat, closed toed.
- PE kit can be worn on PE & Forest School days only.
- No earrings to be worn.

Branded Uniform can be purchased from Crested School wear in Stafford Town centre

PE days & Uniform Reminder:

This term, your child's PE day is Monday
Forest School is on Thursday

On these days please send your child into school wearing their PE kit.

A reminder, PE kit entails:

- **House coloured** t-shirt (red, blue, green or yellow)
- **plain** black or navy blue jogging bottoms/shorts
- **plain** black or navy blue zip up/jumper, their school jumper or a PE hoody
- trainers. (please make sure your child can fasten laces if trainers are lace up)
- No earrings to be worn.

No logos or branded items of clothing as this does not uphold our uniform policy.

Please note:

No make-up, nail varnish or false nails, temporary tattoos or dyed unnatural hair colours. **Earrings need to be removed on PE days.**

Home Learning:

| Reception home learning | What is required? | Given out? | Due back in? |
|-------------------------|--|----------------------|---|
| Reading | School reading book – sent home each day to practice and talk about the story. Children should read at home at least 4 times a week. This needs to be returned each day and will be changed weekly. Please use your child's reading record to let us know of their reading progress at home. | Daily | School books will be changed once a week but need to be in school on a daily basis. Your child will also have an opportunity to bring home a school library book. |
| RWI (weekly) | Your child will be provided with resources to practise with at home, these may be uploaded via dojo or paper copies sent home. These can be kept with you at home. | Throughout the week. | N/A |
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