

North Elmham CEVA Primary School
Stibbard All Saints CEVA Primary School
Flourish Federation



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Spring 2 Curriculum Newsletter

Dear Parents/Carers,

Welcome back for Spring 2. Your child's teaching team is still Mr Arter, Mrs Lockwood, Mrs Hobbs (Monday, Tuesday, Thursday and Friday), Mrs Morant (Wednesday) and Mrs Cairns (Welly Day). Below there will be a few gentle reminders followed by our curriculum outline with a little snapshot into reception life.

Diary Dates

- **Last day of Spring 2 term:** Friday 31st March 2023
- **Back to school for Summer 1 term:** Tuesday 18th April 2023
- **Last day of Summer 2 term:** Friday 26th May 2023

Water bottle

A gentle reminder that the children should only have water in their water bottles unless advised otherwise by a doctor and medical evidence provided.

Reading

Please continue to read as much as possible with your child to develop their fluency and accuracy. At the end of the last half term you will have received a pack that contains some tricky non-decodable words - please keep reading these with your children and encourage them to have a go at writing them.

Flourish Lessons

This half term we are introducing a new scheme to teach our personal, social, relationship, health education - it's called Jigsaw and has won several awards. The programme teaches children emotional literacy, social- and lifelong skills, PSRHE and resilience in an age-appropriate manner. We will be renaming our lessons 'Flourish Lessons' to emphasise how these skills will help us to Flourish in our lives.

Week overview

Monday - PE

Friday - Welly Day

Please arrive at school in appropriate clothes.

If you have any questions and/or queries please catch me at the start/end of the school day or via the office email.

Kind regards,

Mr Arter and the Reception team.

Personal, Social + Emotional

We will show sensitivity to others' needs and feelings, taking account of one another's ideas and playing cooperatively. We will be confident in trying new activities, and be able to say why we like some things more than others. We will talk about our own ideas, and independently choose the resources we need for our chosen activities. We will work well as part of a group or class, adapting our behaviour to different situations, and taking changes of routine in our stride. We can talk about our own and others feelings, talk about our own and others behaviour and its consequences. We are aware that some behaviour is unacceptable and why.

Key Vocabulary: confident, resilient, proud, self efficacy, fairness, consequence, compromise, empathy, healthy, non healthy.

Communication + Language

We will use our fine motor skills to use and hold a pencil effectively, and form recognisable letters. We will be able to use simple tools, and show increasing control over an object. We will develop an understanding for the need for safety when tackling new challenges, and when using equipment and tools. We are beginning to apply safety measures without direct supervision. We will discuss the need for a healthy diet and what that contains.

We are dressing and undressing independently, and can manage our own basic hygiene.

Key Vocabulary: and, because, as, but, for, or, so, yet.

Physical Development

We will show good control and coordination in large and small movements. We will move confidently in a range of ways, safely negotiating space. We will handle tools and equipment effectively, including pencils for writing. We know the importance for good health of exercise, and a healthy diet, and talk about ways to keep healthy and safe. We are able to manage our own hygiene and personal needs successfully.

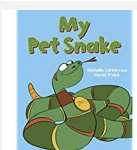
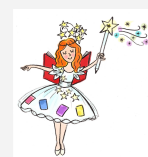
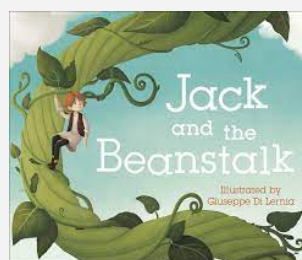
Key Vocabulary: strong, heavy, firm, gentle, soft,

Phonics

The children will continue to follow the Storytime phonics programme. They will be learning the remaining set 3 sounds and recapping previously taught sounds. There will be a strong focus on blending for reading and segmenting for writing. Children will be grouped to allow the adults to focus on the specific needs of the children.

The children will be learning more 'tricky' words, and the expectation will be that they begin writing them as well.

Key Vocabulary: phoneme fingers/frames, capital letters, full stops, finger spaces, sound button, phoneme, grapheme, diagraph, trigraph, tricky words.



Mathematics

The children will be exploring numbers 9 and 10. Developing a greater understanding of number bonds to these numbers whilst recapping previous learnt number bonds. We will be counting reliably to 20, place them in order and say which number is 1 more or 1 less than a given number.

We are able to add and subtract two single digit numbers using objects or picture representations, we can count on or back to find the answer. We are able to solve problems such as doubling, halving and sharing.

We are able to use mathematical language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. We can recognise 2D and some 3D shapes and use mathematical language to describe them.

they can interpret and explain. Texts to support our

Literacy

We will be able to read, write and understand simple sentences. We use our phonics knowledge to decode regular words and read them aloud accurately, as well as write words in ways which match the spoken sounds. We are also able to read and write some irregular words. We demonstrate understanding when talking with others about what we have just read.

Texts to support our Knowledge:

Jack and the Beanstalk

Key Vocabulary: fiction, nonfiction, prediction, conclusion, fact, information

Expressive Art +Design

We will sing songs, make music and dance, and be able to experiment with changing them. We safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We will be able to use our learning about media and materials in original ways, thinking about the uses and purpose of our creations. We are able to represent our own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Vocabulary: pitch, tempo, orchestra, conductor, i wonder what would happen if...?, plan, review, reflect, instrument names,

Understanding the World

The children will be having the opportunity to discuss past and present events in our lives and that of family. We will be exploring the differences between us and others, and among families, communities and traditions, and are sensitive to this. We are aware of similarities and differences in relation to places, objects, materials and living things. We are able to talk about features of our environment and how environments vary from one another. We make observations of the natural world and explain why some things occur, and talk about changes. We are aware that a range of technology is used in the world, and we can select and use this technology for a particular purpose.

Key Vocabulary: similarities, differences, habitat, adaptation, climate, why,

<p>Knowledge;</p> <p>Key vocabulary: number names to 10, ten's, one's, place value, whole, part, 2D shape names, sides, corners, in front, behind, next to, on top, underneath, inside, outside, in between.</p>			<p>where, how, when, which, where, what.</p>
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