



# P.P.S. Oak Class

January 2024  
Spring Term

Dear Parents,

We hope you all had a wonderful Christmas break with family and friends.

For this term we will be focusing on Traditional Tales, teaching different parts of the EYFS curriculum through Traditional Tales.

## Communication and Language

We have started our topic by reading and retelling "The Three Billy Goats Gruff". We have discussed some of the vocabulary within the story, for example gruff, wicked, meadow and clattered. We have been practising using this vocabulary in different contexts within our conversations and play. As part of our retelling, we have been using the puppets to make the story more exciting!

The next traditional tale we will be looking at is "Jack and the Beanstalk". We will discuss the beginning, middle and end of the story, before we choose which part of the story we would like to change, in order to make a new version. This will encourage our storytelling skills, as well as our imagination and use of descriptive language.

After our work around Jack and the Beanstalk, we will voting on the next Traditional Tale based on the children's interests.

After half-term, we will be reading "The Frog Prince" and "The Ugly Duckling". Throughout the term, there will be lots of role play opportunities around the books for the children to use the new vocabulary to re-tell the stories through small world play, role play or puppet shows.

## Understanding the World

Our week to look after the animals has coincided with the reading of "The Three Billy Goats Gruff", so we have been looking at facts about goats. We have been thinking about what the animals need to live and what we do to look after the animals. We have been writing our own instructions on how to look after the goats. Looking at important features of non-fiction, the children decided they need pictures to go along with their writing.

The children have been making different ways for the goats to go across the river to avoid the troll. They have been thinking about what floats and sinks in order to make rafts and boats for the goats.

We will be left a present by the giant in order to grow our own beans. We will be finding out about how to prepare our allotment and what they need in order to grow. We will then be able to harvest them towards the end of our Reception year.

After half-term, we will be learning about new life as we start reading "The Ugly Duckling" and "The Frog Prince", to focus on life-cycles and animals habitats. Our topic will finish with a trip to The Arundel Wetlands Centre in March, in order to see the different stages of the life cycles and to see the animals in their natural habitat (letter after half-term). We will use this experience to compare the life-cycles and do some pond dipping.

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## Expressive Arts and Design

We will be building bridges for the goats to cross. They will be checking that they are sturdy enough for the goats to cross. They will be taking inspiration from pictures of bridges from all over the world.

We will also be learning how to build using junk modelling, including the best way to assemble and join pieces together in order to make a sturdy model.

On Fridays, throughout the term, children will be exploring music. This term we are focusing on tempo and beat. The children will develop this by singing and using different percussion instruments.

## Phonics

Before half-term, we will be learning some more digraphs, focusing on double letters, if two of the same sounds are next to each other you only say the sound once. After half-term, we will be learning about alphabetical order, vowels and consonants. We will also be consolidating our knowledge of Chapter 2 as it is coming to an end in preparation for Chapter 3. We will be reading (blending) and writing (segmenting) words with these sounds in them, as well as moving onto reading and writing simple sentences. As part of this, we will explore what makes a sentence, including using a capital letter and finger spaces.

## Maths

Before half-term we will be continuing to explore numbers to 5 and representing amounts using counters, 5 frames and other objects. We will begin looking at number 0 and understanding that zero means none. We will be learning key vocabulary related to capacity such as full and empty, and vocabulary related to mass such as heavy and light. We will then move on to explore the numbers 6, 7 and 8 representing amounts using counters, 10 frames and other objects.

After half-term, we will be learning key vocabulary relating to length height and time such as, tall, short, long, now, next and after. We will then move on to explore the numbers 9 and 10 representing amounts using counters, 10 frames and other objects. We will begin to explore number bonds to 10 and doubles. We will finish the term exploring 3-D shapes, recognising cubes, cuboids, cylinders, pyramids, cones and spheres and learning about their properties.

## P.E.

Before half-term, we will be doing gymnastics. Through these sessions, we will be developing our balance and coordination. We will learning about different types of balances and different ways to travel. This will include doing balances on different types of equipment.

After half-term, we will be exploring dance. We will be learning how to put movements to music, as well as using dance to retell the traditional tales we have been learning. We will be developing our ability to listen to and respond to different kinds of music. Please ensure that P.E. kits are in school everyday, just in case we need them after too much water, sand

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or mud fun!

## Reading

Please continue to hear your child read their school reading book **at least four times a week** and make a note of this in their reading record. This additional practice is essential in order to help them recall sounds and words that we have been learning in Phonics. It also helps to develop comprehension skills by talking about what they have read and answering questions about the characters, the events and discussing new vocabulary.

Alongside hearing your child read, please continue to share stories with your child that you have at home, as well as the ones that they bring home from the school library. This a great opportunity to have some quiet time with your child, make up alternative endings and talk about favourite parts of the story, as well as allowing your child to tell some of the story using the pictures.

## Ideas for home

Below are some ideas of activities that you might like to try at home with your child. If you complete any of them, please bring them in so we can share them with the rest of the class, or take a photo and upload it to Tapestry.

- Read any traditional tales or fairy tales that you may have at home or can borrow from the library. These could include *The Gingerbread Man*, *Rapunzel*, *The Little Red Hen*, *Cinderella*, *The Three Billy Goats Gruff*.
- Role play these stories with siblings or adults at home. Decide who will be which character, what could you use as props to support your storytelling, for example using teddies to be the animals in the story of *The Gingerbread Man* or a bedsheet to be the river where the troll lives under the bridge.
- Make up your own endings to these stories. What might happen in the wolf in *The Three Little Pigs* isn't scary and just wants to make friends? Who would *Rapunzel* marry if the prince turned into a frog? *Goldilocks* could go into the house to find that it belongs to fairies rather than bears.

Some weeks may differ if we are following a whole class interest but updates will continue on Tapestry. Thank you for your continued support. If you have any questions, please do speak to me.

Thank you for all of your support.

Miss Lenharth

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