



P.P.S. Oak Class

January 2025
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 Little Pigs". We will discuss some of the vocabulary within the story, for example brick, wood, straw, huff and clattered. We will practise using this vocabulary in different contexts within our conversations and play. As part of our retelling, we will use 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 be voting on the next Traditional Tale based on the children's interests.

After half-term, we will be looking at the Easter story. We will be discussing new vocabulary like resurrection, sins, crucified and supper. Also we will also be looking at new life and discussing signs of spring.

Understanding the World

We will start off our new term by learning about Winter. We have looked at the seasonal changes from Autumn and have discussed animals hibernating. Some of the signs we will look for are bare trees, frost, ice, people wrapping up warm, less animals etc.

Our week to look after the animals will coincide with the reading "The Three Little Pigs", so we will look at facts about pigs; we will think about what the animals need to live and what we do to look after the animals. We will be writing our own instructions on how to look after the pigs. Looking at important features of non-fiction texts.

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.

We will come back after half-term to learn about people who help us and important people in the community. We will have some visitors TBC. We will also take a trip to the local library to learn about how it works and the benefit it has to the community.

After half-term, we will be learning about new life; we will 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. We will use this experience to compare the life-cycles and do some pond dipping. Alongside the learning about new-life, we will learn about why crosses are important to Christians at Easter time.

Expressive Arts and Design

We start off our new term, by learning about Yayoi Kusama. We will be looking at her pumpkin art and we will be creating our own, giving it a Winter twist. We will be learning about mixing colours and cold colours. The children will have lots of different opportunities to use lots of different mediums throughout the week.

We will be building houses out of different materials to determine which material is the sturdiest. 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 learning different aspects of their music curriculum. This term we are focusing on tempo and beat. The children will develop this by singing and using different percussion instruments.



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Phonics

Before half-term, we will be learning some more digraphs, focusing on double letters; if two of the same letter are next to each other you only say the sound once. We will also be learning about alphabetical order, vowels and consonants. After half-term we begin to learn our chapter 3 sounds, learning about digraphs that contain two different letters. 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 exploring gymnastics. Through these sessions, we will be developing our balance and coordination. We will be 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 doing 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 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 is 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 if the wolf in *The Three Little Pigs* is not 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.

Thank you for your continued support. If you have any questions, please speak to Miss Lenharth.