

### Communication and Language

We will be:

Sharing and discussing our favourite fairy tale stories;  
Retelling fairy tale stories using actions, props, puppets and masks;  
Asking and answering how and why questions about character feelings and actions;  
Playing 'I Spy' from the top of Jack's beanstalk;  
Playing 'Guess Who' based on characters from a range of fairy tale stories.

### Personal, Social and Emotional Development

We will be:

Discussing why it is wrong that Goldilocks broke into the cottage of the three bears and stole their food;  
Discussing home and school rules and the difference between them;  
Acting out unkind situations from the stories and discussing do's and don'ts;  
Holding our very own fairy tale banquet, (letter to follow).

### Physical Development

We will be:

Making and tasting different types of porridge;  
Moving like the three bears in the woods;  
Climbing to the top of Jack's beanstalk using apparatus;  
Moving and dancing like Princes and Princesses;  
Weaving a basket for 'Little Red Riding Hood'.

### Mathematics

We will be:

Measuring ingredients to make porridge for the three bears;  
Playing time related games e.g. 'What's the time Mr Wolf?'  
Ordering events by time;  
Estimating amounts e.g. how many people are at the ball with Cinderella?  
Following magical spells to add amounts together;  
Following magical spells to subtract one amount from another.

### Literacy

We will be:

Writing sorry notes/letters from Goldilocks to the three bears;  
Writing alternative endings to the story of 'Goldilocks and the Three Bears';  
Writing postcards from the top of the giant's beanstalk;  
Writing arguments for and against climbing the giant's beanstalk;  
Writing invitations to Cinderella's ball;  
Writing wanted posters and descriptions of the big bad wolf;  
Writing instructions for building houses from bricks.

### Understanding of the World

We will be:

Reading maps to find hidden fairy-tale objects;  
Drawing a map of the woods where the three bears live;  
Comparing the houses of the different characters from the stories, e.g. a cottage and a palace;  
Growing and caring for our own magic bean plants;  
Recording videos of storytelling using the I Pad's.

### Expressive Art and Design

We will be:

Modelling clay bowls or cutlery for the three bears;  
Tapping out simple rhythms to create music for different stories;  
Using different media to represent settings and characters from the stories;  
Using junk modelling to create different fairy tale houses and locations;  
Making crowns for Princes and Princesses.

# Once Upon a Time ...

## Orange and Yellow Class Spring 2 2020

We hope that you have a wonderful half term break and enjoy spending some valuable time with your child as they continue to grow and learn in their first year at school. We look forward to the next half term ahead and the continuation of your child's learning journey in Reception. For the second half of the Spring term we will be following the theme of 'Once Upon a Time', delving into a range of traditional stories and fairy tales. Each week we will use a different fairy tale to introduce a new story and the characters from within it. We hope the children's imaginations and storytelling skills will blossom as they meet some well-known characters along the way.

As always, we are available from 8.50-9.00 am inside our classrooms and outside our classroom doors after school if you have any small queries or messages to pass on to us. If you have anything you would like to discuss in length or privately, please do arrange to meet with us by writing in your child's home school liaison books. Please remember that as well as letting us know about going home arrangements, the home school liaison books are also there for you to comment on your child's reading; to tell us about something exciting which has happened at the weekend and to ask any questions you may have about learning and the routines in Reception.

### Your child's Learning Journey

We would again like to take this opportunity to thank you for coming to share your child's learning journey this half term. It was wonderful to see children reflecting on their learning experiences together with their parents. It is an amazing journey they have been on since starting school in September. The next chance for you to see your child's learning journey will be at one of the parent consultation evenings in March. In the meantime, we would like to ask you to continue to contribute to your child's learning journey by sharing with us magical moments, special photographs from an achievement, special family occasion or day out and to bring in any great drawing, painting or writing from home. Don't forget that you can also comment on observations that are shared with you electronically by replying to the email you receive. If you are not currently receiving electronic observations of your child's learning, please let us know and this can be arranged by you simply passing your email address on to us.

### Busy Finger Activities

Busy fingers take place from 8.50 - 9.00 am daily and are of great benefit to your child. The activities aim to develop fine motor control in a fun and enjoyable way. When you bring your child into the classroom, we ask that you help settle them at their activity. Please can you ensure that you leave the classroom as soon as the teacher has clapped their hands, so that the children can tidy up for registration.

### Helping your child at home

- Use bedtime stories to practise retelling and sequencing skills.
- Encourage independent writing, including notes, messages and stories using capital letters and full stops.
- Use objects from around the home and outdoors to practise matching amounts, adding and subtracting (up to 20)
- Ask your child to measure in lots of different ways e.g. filling different sized cups of drink for tea time or using Duplo bricks to measure how long an object is.
- Ask your child to look at and describe what they can see on a walk around the park or in the woods, and compare it to their garden.
- Encourage your child to help you prepare the dinner e.g. by chopping the vegetables.

### Home Reading

Thank you for your continued support in helping your child to learn to read at home. Can you please ensure that the red communication book is kept in your child's reading wallet so it is accessible for their RWI teacher. They may ask you to complete a specific reading activity with your child throughout the week and will record this in their red book or on a paper slip within the wallet. It is important, therefore, that you ensure that you check your child's wallet and red book on a daily basis to assist with their reading progress.

### Fairy tale Wishes

To help us be as imaginative as possible in our fairy tale world we would appreciate any donations of dressing up clothes, plastic crockery and cutlery, baskets of any shape or size, saucepans, old table cloths and of course any junk modelling materials! Many thanks for your donations in advance.

### Important Diary Dates

Monday 24<sup>th</sup> February  
Thursday 5<sup>th</sup> March  
Friday 6<sup>th</sup> March  
Thursday 26<sup>th</sup> March  
Friday 28<sup>th</sup> March  
Tuesday 31<sup>st</sup> March  
Wednesday 1<sup>st</sup> April

Children return to school  
World Book Day- children invited to dress up as their favourite book character  
Mid-term reports sent home  
Parent Consultation Evening - information to follow  
Fairytale Banquet- information letter to follow  
Parent Consultation Evening - information to follow  
Last day of Spring term.