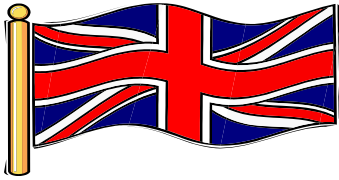


## U.K. & Austria Class Spring Term 2019



Welcome to the New Year in UK and Austria class! We hope you all had a wonderful break.

A very exciting aspect of our work in the Foundation Stage is working from the children's interests' alongside our planned themes. This means we are flexible in our planning and allow the children to influence the direction a theme takes. We do this through questioning and observations, especially at the beginning of a topic, this gives us a sense of what the children already know and what they are interested in finding out. We underpin their interests with a deep understanding of the Early Years Foundation Stage Profile which details the skills they should develop before moving into year one.

We link these skills and objectives to what fascinates the children as well as topical things that occur throughout the year. This exciting method of teaching means that it is impossible to plan future weeks in great detail.

This is a brief insight into the learning that will take place during the first few weeks of the Spring Term. As the term and the topics unravel, we will find that the children will lead the learning in exciting directions.

### Communication Language and Literacy

Children learn best when they can make links between the areas of learning; the following books have been chosen for our topic because they give information, promote language development, rouse emotions and encourage social awareness.

Last term we read 'The Naughty Bus', the children loved the exciting and mischievous adventures and the role-play it provoked, especially the boys. To start the term U.K. and Austria will be reading 'Super Worm' by Julia Donaldson, 'Supertato' by Sue Hendra and 'Super Daisy' by Kes Gray.

These books should help to stimulate the children's imagination for creative ideas and role-play.

The children will be encouraged to use language to imagine and recreate roles and experiences, explore and experiment with sounds, words and texts.

### Personal Social and Emotional Development

I will continue to help the children to become more mindful of each other and to increase their awareness of their own personal power; developing understanding of their power to choose how to behave. They will have opportunities to explore the positive feelings of belonging and feeling cared for. They will explore how they can hurt people's feelings and how they might feel hurt or uncared for.

### RE

We will be reading some of the stories from the Old Testament starting with Noah. We will use the stories as a vehicle for discussing the concepts of obedience, trust and the making and keeping of promises.

### Understanding the World

Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment through our big questions. For example:

- Use the fire-pit to cook different foods - Forest School.
- Use snow and ice to find out about their different properties.
- Look at different travel locations.
- Make a "touch it" treasure basket with objects collected on their expeditions.
- Find out about different polar animals.
  - Use a globe to find out where we live and where the hot and cold places are.
  - Finding out about the local area around our school.

We are passionate about getting young people outside and experiencing nature first-hand. We are taking part in the world's biggest birdwatch. Run every year in January and February, 'Big Schools' Birdwatch', is a free activity for schools throughout the UK, we will be making our own fat balls and cake mix to attract the birds to our garden.

### Physical Development

Children access a variety of physical activities throughout the week. All foundation stage children have access to the outside equipment daily. In order for children to use these activities safely it is important they are dressed appropriately and are wearing suitable footwear. Everyone will need a pair of wellingtons.

Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. For example:

- Practice using a pencil with the correct grasp.
- Practise using scissors for cutting along lines.
- Make dens and shelters.
- Set up obstacle trails with boxes, tunnels and planks.
- Cook on the fire pit.
- Practising putting their coat and shoes on independently.
  - Play with mud in various forms, making prints, pies.
  - Play outdoors in windy and rainy weather.
  - Explore moving like different polar animals.
  - Winter playdough activities.

**Dough Disco** - The children in Reception have continued to take part in Dough Disco. This is an exercise for the fingers to improve fine motor control. Every day they join in with Dough Disco in which they manipulate play dough in specific ways to their favourite tunes. The children get very excited when it is Dough Disco time and concentrate hard to follow the rolling, squishing and finger diving in time with the music. The technique aims to strengthen muscles in their hands which are the last to develop. These exercises to strengthen muscles will support the children with their writing.

### Expressive Art and Design

Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

- Painting with winter colours.
- Move like a snowflake and listen to music.
- Experiment with adding different coloured paints to ice cubes.
- Make a transport model.
- Sing songs about different places and different ways of travelling.
- Create a windy day weather dance using ribbons, scarves and balloons.
  - Make wind chimes with recycled material.
  - Make paper plate penguins.
  - Explore winter themed role-play.

### Mathematics.

In our Mathematic sessions we shall continue to develop our number recognition and counting skills. We will be learning how to write and order numbers from 1 to 20, as well as finding one more or one less than a given number. We will also be solving some simple addition and subtraction calculations through practical activities. Using mathematical language to describe size and capacity and investigating how we can measure time and order the events of our school day.

We have a variety of resources such as beads, buttons, counters, fir cones, leaves, marbles, stones, interlocking cubes, coins, clothes pegs, small world toys ... the list is endless and of course children themselves will make their own collections. Children will be drawn to these items for all sorts of different reasons, the adults in the class recognise the mathematical potential in play activities and draw this out through skilful questioning.

We do a lot of counting, sorting and organising groups of real objects in class, sometimes involving larger numbers.

Children will learn to **count in 2s, 5s and 10s**. This is taught in a physically active way at school, so when counting in 5s they are told to put five fingers in the air with each count, reinforcing how many they are actually counting on.

At home you could help by saying number names in counting everyday objects (touching each object and saying one number name for each). **Point out numbers in real-life situations** so they can gain an awareness of how they are always present in our world: prices in a supermarket, numbers on packaging, road signs, number plates... digits are literally everywhere you look and helping your child recognise this can help them to understand their significance and meaning in different contexts.

Playing board games like **snakes and ladders** can help children learn to count accurately and steadily. It's also good for them to become accustomed to the dotted patterns on dice and dominoes, resources often used during maths lessons in our class.

### Reading

Over the term we will be helping children to develop their reading and writing skills by continuing with our daily phonics activities. The children are beginning to learn how to identify sounds in words and how to segment or blend them. You can help at home by completing phonics homework and by reading as often as possible with your child. The children are now taking part in daily guided reading and guided writing activities where they are developing their reading and writing skills in small groups.

### Reading Books

We will do our best to read with your child at least once a week and write in their log book. Please ensure that you read with your child as often as possible. It is a fantastic way of communicating between home and school. I know that everyone is enjoying our 'Songbird' reading books.

### General Information

'Did You Know' sheets have been a big success this year and the children thoroughly enjoy sharing their achievements with the rest of the class. If you would like any extra sheets please ask a member of staff.

Please remember to put your child name on EVERY item of uniform (including plimsolls). If some of your child's uniform goes missing we have a much greater chance of returning to you if a name is clearly printed on it.

We see your child's continuing learning journey as a partnership between yourselves as parents/carers, and us in school. If you have any questions about the class structure or curriculum, or any areas of concern with your child or their learning please feel free to discuss these with us. If any parents would like to volunteer their help in school and listen to some children read or help with our Forest School sessions we would be very appreciative of your support. If this is something you would be interested in doing please speak to Mrs. Callender or Mrs. Huntley-Hart and we can arrange a CBS to be carried out and discuss which times you would be able to offer your support.

### Class Assembly

Our class assembly is scheduled for March 29<sup>th</sup>.

It is subject to change but I will send out a letter to confirm closer to the time.

### Forest School

We intend to carry on with Forest School activities every Wednesday - weather permitting!

### Dates for your diary

Friday 1st Feb trip to RSPB Pulborough Brooks

Weds 13th March - UK Ingfield

Weds 27th March - Austria Ingfield

Weds May 15th - both classes to Dell Quay

The May Ingfield dates have been rearranged to June;

Weds 5<sup>th</sup> June - Austria Ingfield

Weds 12<sup>th</sup> June - UK Ingfield

Also watch this space for dates to see 'Lambing Live'



Finally we are looking for some families that would be happy to trial using ReadingChest.co.uk and feeding back to us about it. This is a 'through-the-post book rental service for children'. Packages range from £9.95 mth (6 books) to £17.95 mth (unlimited books, up to 3 different book lists for different children).

Both Fiction and Non-Fiction books are available from a wide range of schemes, including those used within school, and the idea is this would supplement these. Books are selected with younger readers in mind, as it is generally more difficult to find suitable reading material for early readers. People join Reading Chest for various reasons: it is ideal for reluctant readers who might need a wider range of early stage books and external incentives, (such as the stickers and certificates they can earn through their subscription) to keep them engaged and motivated; it is also ideal for more speedy readers who love reading and just never seem to have enough books at home. Further information is available on their website or please come and speak to Mrs Huntley-Hart if you are interested.

If you have any other questions or queries please do not hesitate to come and find us.

Foundation Stage team

# Spelling Activities based on Bloom's Taxonomy Six Thinking Levels

Learning Style	KNOW	UNDERSTAND	APPLY	ANALYSE	CREATE	EVALUATE
<b>VERBAL</b> When I read, speak and write I learn	Handwrite your spelling words in three different fonts.	Choose 5 spelling words and use each in a different sentence.	Create an acrostic poem for one of your spelling words.	Create a wordsearch and swap it with a friend.	Use a dictionary to find the meanings of 6 challenging words.	Write 4 dictation sentences using your spelling words.
<b>MATHEMATICAL</b> I am logical and work well with numbers	Write your spelling words in order from least letters to most letters.	Use Scrabble tiles to work out the sum of each of your words.	Play spelling dollars* to work out the value of your words:	Group your words based on the number of letters they have. Then try consonants. Compare.	Place your spelling words into groups. Explain how you grouped them.	Put your words onto a scale from easiest to spell - hardest to spell. Why did you order them that way?
<b>VISUAL/SPATIAL</b> Art, Geometry and visual imagery are important to me	Create a crossword from your words.	Select 5 words and draw a picture for each one.	Put your words into Tagxedo or Wordle.	Rainbow Words - spell words using different coloured markers or crayons for each letter.	Create a cartoon of at least 4 boxes. Write a caption under each image including a list word.	Create an abstract artwork using only your spelling words.
<b>KINAESTHETIC</b> I am hands on and enjoy physical activity	Play celebrity heads with a partner. Give them clues to work out the word.	Play Google Spell Up.	Ball toss back and forth in pairs, spelling each other's words.	Hop on one foot as you spell words - this is a great exercise in balance.	Write a conversation between two people using ten of your spelling words.	Choose any activity from the grid and complete it. Explain why it helped you.
<b>MUSICAL</b> Music and rhythm make sense to me	Record yourself singing your words.	Clap out and record the syllables in each of your spelling words.	Create a tongue twister using your words.	Rap your words - S to the P to the E to the Double L, spells SPELL!	Write a song using your spelling words.	Create a hand clapping chant with a partner and spelling words. Show your teacher.
<b>INTERPERSONAL</b> I work well in groups	As a group, organise your words into categories.	Mystery letters - in pairs write words with missing letters. Try to work out the missing letters.	Choose 5 words and explain to a partner why you chose them.	Partner spell: Take it in turns to spell each other's word letter by letter.	Create a new group spelling activity to help others learn their words.	Write a spelling word and then write at least two words made from the same letters. Example: slide, side, lid, led etc
<b>INTRAPERSONAL</b> I work well on my own	List the words that you find hard and easy and why.	Complete a Look, Say, Cover, Write, Check for homework.	Choose 5 words that you have trouble with and write them out 5 times each.	Create a word ladder using all of your spelling words.	Organise your words in reverse alphabetical order, Z-A.	Use your spelling words to write a story. Underline your words in red.